



# Career Cluster Resources for Law, Public Safety and Security





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## **Introduction**

### **The States' Career Cluster Initiative**

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The U.S. Department of Education Office of Vocational and Adult Education (OVAE) has identified 16 career clusters representing career opportunities for the 21<sup>st</sup> century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers.

Helping students make their dreams become a reality was the driving force behind the nation's Career Clusters initiative launched June 1, 2001. Twelve lead states and the District of Columbia were partners in the development of the tools supporting eleven career clusters which, when combined with the five clusters that have already been developed, will represent all career possibilities.

The National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and their Board of Directors assumed leadership for coordinating the project. This in itself was unique for a project of this scope. The Board and the State Directors organization believed that this initiative was of such potential impact on the Career Technical delivery system in the country that they needed to play this leadership role in the project, assuring that the materials had utility in their states once completed. Therefore, the NASDCTEc in conjunction with the State of Oklahoma (the project fiscal agent) prepared and submitted a proposal to OVAE in January of 2001. This proposal was funded at a \$2.2 million dollar level, with expectations of a second year of funding of \$2.5 million. The plan to develop eleven curriculum frameworks was very aggressive, given that each of the prior projects, designed to develop and pilot test materials for a single cluster, had received in excess of \$1 million dollars for their multiyear development work.

The project was designed to establish curriculum frameworks and supportive materials for each cluster, with a broad-based advisory committee for each cluster, led by a state. There was also a National Advisory Committee consisting of members from each of the cluster committees, along with other stakeholders. The National and State Cluster advisory committees were responsible for identifying the frameworks, pathway and foundation knowledge and skills, and other supportive

materials. The committees included representatives from states, schools, education and training, business and industry, associations, and others directly impacted by the materials.

The development of materials for each of the eleven clusters was led by a different state, with business and industry at the helm. The lead states included: Idaho and Iowa (jointly leading the Agriculture, Food and Natural Resources cluster), Pennsylvania (Architecture and Construction), Ohio (Marketing, Sales and Service), North Dakota (Finance), West Virginia (Hospitality and Tourism), South Carolina (Business, Management and Administration), Kentucky (Human Services), Arkansas (Law, Public Safety and Security), North Carolina (Science, Technology, Engineering and Mathematics), Michigan (Education and Training), and Oklahoma and the District of Columbia/Washington D.C. (jointly leading the Government and Public Administration cluster).

The five additional career clusters included Health Science led by the State of Utah, Manufacturing led by the State of Indiana, Arts, Audio Video Technology and Communications led by the V-TECS Consortium, Information Technology led by the Educational Development Center, Inc., and Transportation, Distribution and Logistics Cluster led by the State of Illinois. These clusters plan to complete their work by June 30 of 2003.

To facilitate and coordinate the developmental work of the Cluster Initiative, staff was identified and housed at the Oklahoma Department of Career and Technical Education. The staff consisted of four Cluster Coordinators: Marsha Daves, Greg Dewald, Curtis Shumaker, and Pam Stacey. Additionally, Denise Christy provided research and web development support, Lisa Batchelder provided financial support, and Karan Smith provided administrative support.

Development work for the States' Career Clusters Initiative began June 1, 2001, and the first meeting of lead states, OVAE staff, and cluster staff was held in Oklahoma City in mid-June. At this meeting, project objectives, general direction, timelines, and the initial research goals were identified. This work continued through the fall and winter of 2001 and included the identification of cluster advisory committee members, the development of cluster frameworks based on the prototype cluster models provided by V-TECS, and the identification of occupations and draft pathways along with degrees and certificates associated with the career specialties/occupations in each of the clusters.

In January of 2002, the lead state teams were brought together in Phoenix to begin the process of developing knowledge and skill statements for each of the cluster pathways and foundations. Contracted writers and lead state cluster advisory committee members, depending upon

the decisions of cluster leadership, carried out this work. A part-time editor in Oklahoma provided consistency across the cluster knowledge and skill statements. One concern that was addressed early in the process was the need for a “common look and feel” across the clusters. Ultimately, this was accomplished not only for the eleven clusters in the States’ Career Clusters Initiative, but also through close cooperative relationships between the projects, all the cluster knowledge and skill statements were developed (or retro-fitted) using the same format. This format includes a knowledge/skill statement with associated performance elements and measurement criteria. This format provides the tools needed for curriculum and assessment developers as they take the materials to the classroom.

The National Advisory Committee met in March of 2002, and reviewed the curriculum frameworks, credentials list, and lead state advisory committee memberships and structures, and forwarded those materials to the Executive Committee for the Project. The Executive Committee, made up of the Board of the NASDCTEc, also met in March, approved the materials and discussed the future actions needed to assure implementation of the cluster materials.

Originally, the project was designed for a minimum of two years and was to include the identification of 110 pilot test sites across the country, along with the development of assessments and certifications for the clusters. The Office of Vocational and Adult Education, however, determined in November of 2001 that the goals of the project were “too broad”, and terminated the project as of September 30, 2002.

Development of the products needed for curriculum and assessment was fast-tracked, with the knowledge and skill statements, performance elements and measurement criteria ready for validation by July 15, 2002. This was the result of a major effort of lead state advisory committees and staff responding to the shortened timeline and the need for quality product.

Given the efforts of the developmental teams, cluster advisory committee members were able to review and validate the knowledge and skills and supporting elements. Additionally, a national web-based validation was conducted from July 15 to August 15, 2002. All 50 states were invited to a dissemination meeting held in Charleston, South Carolina Sept 13, 2002, where the materials were distributed to participants for their use in updating their curriculum.

For further information on the status of the materials, go to the web-site, <http://www.careerclusters.org/>.





## **Section I – Pathway Model**



**Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.**



Sample Career Specialties / Occupations	Warden• Jail Administrator• Mid-level Manager• Program Coordinator and Counselor• Public Information Officer• Correctional Trainer• Case Manager• Community Corrections Practitioner• Probation/ parole officers• Corrections Educator• Corrections Officer• Detention Deputy• Youth Services Worker• Facility Maintenance Workers• Transport Officer• Food Service Staff• Medical Staff• Dietitian• Support Staff	Emergency Management and Response Coordinator• Emergency Planning Manager• EMT• Fire Fighter• Mgr/Supv. Of Fire Fighters• Forest Fire Fighter• Mgr/Supv. of Forest Fire Fighters• Forest Fire Inspector & Investigator• Hazardous Materials Responder• Dispatcher• Training Officer, Grant Writer and Coordinator• Rescue Workers	Security Director• Corporate/Agency Security Director/VP• Corporate Director of Sales• Security Systems Designer/Consultant• Physical Security Specialist Consultant• Information Systems Security Specialist• Computer Forensics specialist• Private/Corporate Investigator• Loss Prevention/Security Manager (e.g. Store, hotel)• Security Trainer/Educator• Security Sales Representative/Manager• Loss Prevention Specialist• Physical Security Assistant• Security Systems Technician (Install/maintain)• Investigative Assistant (private sector)• Security Trainer (Basics)• Security Sales Assistant• Transportation Security Supervisor• Information Security Assistant (Document Control)• Personnel Security Assistant• Executive Protection Officer (Private)• Supervisory Security officer (armed, unarmed)• Certified Security Officer (SPO, POST, Arrest Authority)• Armored Car Guard• Control Center Operator (e.g. ADT) (Monitoring Center)• Uniformed Security Officer (Unarmed -- proprietary and contract)• Security Clerk• Transportation Security Technician• Loss Prevention Assistant• Uniformed Security officer (armed)• Computer Security Specialist• Computer Forensics Examiner• Executive Protection Specialist• Gaming Surveillance Specialist• Information Security specialist• Information Technology Security• Armored Car Guards• Industrial Espionage Security• Life Guard, Ski Patrol, • Physical Property Security• Private Security Specialist	Animal Control Officer• Bailiffs• Child Support• Missing Persons• Unemployment Fraud Investigators• Criminal Investigators & Special Agents• Gaming Investigators• Bomb Technician• Game Enforcement Officer• Highway Patrol Pilots• Immigration & Customs Inspectors• Mgr/Supv. Police & Detectives• Police Detectives and Criminal Investigators• Police, Fire & Ambulance Dispatchers• Police & Patrol Officers• Private Detectives & Investigators• Sheriffs & Deputy Sheriffs• Training Officer• Transit & Railroad Police• Park Ranger• Evidence Technician• Federal Marshall	Administrative Law Attorney Case Management Specialist Court Reporter File and Document Manager Information Officer Investigator Judge Law Clerk Legal Assistant Legal Secretary Magistrate Mediator/Arbitrator Negotiator Para legal
Pathways	Correction Services	Emergency and Fire Management Services	Security & Protective Services	Law Enforcement Services	Legal Services
Cluster K&S	<p><b>Cluster knowledge and skills</b></p> <p>♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities ♦ Employability and Career Development ♦ Technical Skills</p>				



## **Section II – Cluster Knowledge and Skills**



# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

### Communications

**Statement:** *Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions.*

**Performance Element:** Determine and use reading strategy (skimming, reading for detail, reading for meaning and critical analysis) to determine purpose of text.

**Measurement Criteria:** *Use reading strategy to achieve intended purpose.*

**Measurement Criteria:** *Identify purpose of text.*

**Measurement Criteria:** *Identify complexity of text.*

**Measurement Criteria:** *Explain purpose of text.*

**Performance Element:** Analyze information, read to learn meaning, technical concepts, vocabulary, and follow directions.

**Measurement Criteria:** *Determine relevance, accuracy and appropriateness to purpose.*

**Measurement Criteria:** *Identify complexities and discrepancies in information.*

**Measurement Criteria:** *Analyze information presented in a variety of formats, such as tables, lists and figures.*

**Measurement Criteria:** *Identify key technical concepts and vocabulary.*

**Measurement Criteria:** *Follow all instructions as specifically given.*

**Performance Element:** Interpret, transcribe and communicate information, data, and observations to apply information learned from reading to actual practice.

**Measurement Criteria:** *Explain meaning of new terms, vocabulary and concepts.*

**Measurement Criteria:** *Interpret technical materials used.*

**Measurement Criteria:** *Summarize overall meaning of text.*

**Measurement Criteria:** *Write specific steps for applying information learned to task or new situation.*

**Measurement Criteria:** *Write set of directions for others sharing information learned and applying that to task or new situation.*

**Statement:** *Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.*

**Performance Element:** Locate written information to communicate with co-workers and clients/participants.

**Measurement Criteria:** *Identify topic.*

**Measurement Criteria:** *Conduct search of information using card catalog, keywords, and/or search engines.*

**Measurement Criteria:** *Locate variety of resources such as books, journals, and magazines.*

**Measurement Criteria:** *Locate information from electronic forms including the Internet.*

**Measurement Criteria:** *Organize resources to use key information.*

**Performance Element:** Organize information to use in written and oral communications.

**Measurement Criteria:** *Read and take notes from selected resources.*

**Measurement Criteria:** *Prepare outline that emphasizes major points with supporting data.*

**Measurement Criteria:** *Present information in organized, easy-to-follow manner.*

**Measurement Criteria:** *Prepare working bibliography according to MLA, APA, CBE, Chicago, depending on the warranted language style.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

**Performance Element: Document the source and proper reference for written information.**

**Measurement Criteria:** *Prepare a bibliography according to MLA, APA, CBE, Chicago, depending on the warranted language style.*

**Measurement Criteria:** *Use parenthetical, footnotes and endnotes text citations accurately.*

**Measurement Criteria:** *Follow plagiarism and copyright rules and regulations.*

**Statement: Use correct grammar, punctuation and terminology to write and edit documents.**

**Performance Element: Compose multi-paragraph writing clearly, succinctly, and accurately to write documents.**

**Measurement Criteria:** *Organize and arrange information for effective coherence.*

**Measurement Criteria:** *Report relevant information in order of occurrence.*

**Measurement Criteria:** *Interpret information, data, and observations correctly.*

**Measurement Criteria:** *Present main ideas and supporting facts.*

**Performance Element: Use description of audience and purpose to prepare written documents.**

**Measurement Criteria:** *Use technical terms and concepts.*

**Measurement Criteria:** *Incorporate and use references effectively and accurately.*

**Measurement Criteria:** *Report objective and/or subjective information.*

**Performance Element: Use correct grammar, spelling, punctuation and capitalization to prepare written documents.**

**Measurement Criteria:** *Use correct grammar and sentence structure.*

**Measurement Criteria:** *Use correct spelling.*

**Measurement Criteria:** *Use correct punctuation and capitalization.*

**Performance Element: Use computer skills to design and develop written and supporting material.**

**Measurement Criteria:** *Use word processing software to develop text, charts, graphs or figures correctly.*

**Measurement Criteria:** *Use presentation software to prepare visual support materials.*

**Measurement Criteria:** *Format written documents with correct font and layout for easy reading.*

**Statement: Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.**

**Performance Element: Prepare oral presentation to provide information for intended purpose and audience.**

**Measurement Criteria:** *Know subject matter well enough to be independent of written aids.*

**Measurement Criteria:** *Identify characteristics of the audience and adjust to their ability to understand.*

**Measurement Criteria:** *Use technical terms and concepts correctly.*

**Measurement Criteria:** *Use proper organization and structure to achieve coherence of major points.*



## Cluster Knowledge and Skill Statement

**Performance Element: Identify and prepare support materials to accompany oral presentation.**

**Measurement Criteria:** *Identify media and visual aids appropriate to understanding of topic.*

**Measurement Criteria:** *Prepare visual aids and support materials for easy viewing and without error.*

**Measurement Criteria:** *Operate any equipment used with support materials smoothly and efficiently.*

**Measurement Criteria:** *Adhere to basic visual communication principles.*

**Measurement Criteria:** *Rehearse presentation as needed.*

**Performance Element: Deliver presentation to sustain listener's attention and interest.**

**Measurement Criteria:** *Deliver presentation without grammatical error.*

**Measurement Criteria:** *Speak clearly with appropriate volume, rate and gestures while making and maintaining appropriate eye contact.*

**Measurement Criteria:** *Use support materials in the presentation that enhance the understanding of the topic and the interest level of the audience.*

**Measurement Criteria:** *Stay within presentation time parameters.*

**Measurement Criteria:** *Evaluate listeners' interest and receptiveness.*

**Measurement Criteria:** *Use verbal and nonverbal feedback strategies to engage discussion and adjust message and delivery.*

**Measurement Criteria:** *Respond to questions and comments on presentation.*

**Statement: Interpret verbal and nonverbal behaviors to enhance communication with co-workers and clients/participants.**

**Performance Element: Interpret verbal behaviors to enhance communication.**

**Measurement Criteria:** *Identify verbal cues.*

**Measurement Criteria:** *Observe voice speed, voice quality and tone.*

**Measurement Criteria:** *Explain message conveyed by verbal behaviors.*

**Performance Element: Interpret nonverbal behaviors to enhance communication.**

**Measurement Criteria:** *Identify nonverbal cues.*

**Measurement Criteria:** *Observe eye contact, facial expressions, posture, gestures and other body language.*

**Measurement Criteria:** *Explain message conveyed by nonverbal behaviors.*

**Statement: Apply active listening skills to obtain and clarify information.**

**Performance Element: Interpret message/information given to clarify information.**

**Measurement Criteria:** *Determine familiarity of discussion.*

**Measurement Criteria:** *Respond accordingly using appropriate verbal and nonverbal language.*

**Measurement Criteria:** *Explain the message given in your own words.*

**Performance Element: Respond with restatement and clarification techniques to clarify information.**

**Measurement Criteria:** *Ask questions to seek or confirm understanding.*

**Measurement Criteria:** *Paraphrase and/or repeat information.*

**Measurement Criteria:** *Record and summarize information in written notes.*

**Measurement Criteria:** *Follow directions and/or respond in a positive way with clear, concise comments.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

**Statement:** *Interpret and use tables, charts, and figures to support written and oral communications.*

**Performance Element:** Develop tables, charts and figures to support written and oral communication.

**Measurement Criteria:** *Compile facts and arrange in an organized manner for a table, chart or figure.*

**Measurement Criteria:** *Document sources of data.*

**Measurement Criteria:** *Determine most appropriate way to display data for effective coherence.*

**Measurement Criteria:** *Prepare table, chart, graph or figure for inclusion in publication or presentation.*

**Performance Element:** Interpret tables, charts and figures used to support written and oral communication.

**Measurement Criteria:** *Evaluate reference or source of data for authenticity and reliability.*

**Measurement Criteria:** *Explain information presented in tables, charts and figures.*

**Measurement Criteria:** *Prepare written summary of findings expressed in tables, charts and figures.*

## Cluster Knowledge and Skill Statement

### Problem Solving and Critical Thinking

**Statement:** *Use critical thinking skills to create solutions to problems.*

**Performance Element:** Use logical constructions to formulate ideas, proposals, and solutions to problems.

**Measurement Criteria:** *State the problem in clear terms.*

**Measurement Criteria:** *Distinguish between inductive and deductive reasoning.*

**Measurement Criteria:** *Research and analyze pertinent information.*

**Measurement Criteria:** *Develop and evaluate alternative solutions.*

**Measurement Criteria:** *Use persuasive techniques to advocate one alternative solution.*

**Performance Element:** Exercise logic and reasoning to analyze and evaluate ideas, proposals, and solutions to problems.

**Measurement Criteria:** *Evaluate the underlying assumptions.*

**Measurement Criteria:** *Evaluate the logic and reasoning used to develop a solution.*

**Measurement Criteria:** *Formulate strategies used in common situations to inform, persuade, or entertain.*

**Measurement Criteria:** *Create arguments based on facts, laws, or regulations.*

**Measurement Criteria:** *Use parallel arguments to advocate two opposing solutions.*

**Statement:** *Use critical thinking skills as a team member to formulate solutions to problems.*

**Performance Element:** Use team building skills to solve problems.

**Measurement Criteria:** *Work with others to define problem.*

**Measurement Criteria:** *Share ideas, facts, information, and/or data with others.*

**Measurement Criteria:** *Participate in small or large group discussions.*

**Measurement Criteria:** *State selected solutions in a persuasive manner.*

**Measurement Criteria:** *Accept group decision even when different from personal solution alternative.*

**Measurement Criteria:** *Support implementation of group solution to problem.*

## Cluster Knowledge and Skill Statement

### Information Technology Applications

**Statement:** *Use Personal information Management (PIM)/ Productivity applications.*

**Performance Element:** **Manage personal schedule and contact information.**

**Measurement Criteria:** *Identify PIM applications such as MS Outlook, Lotus Notes, and others.*

**Measurement Criteria:** *Create tasks (to-do) list.*

**Measurement Criteria:** *Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.*

**Performance Element:** **Create memos and notes.**

**Measurement Criteria:** *Create reminder for oneself.*

**Measurement Criteria:** *Create and send notes, informal memos, reminder using PIM applications such as Lotus Notes, MS Outlook, and others.*

**Statement:** *Use Electronic Mail applications.*

**Performance Element:** **Understand and identify the functions and purpose of email systems.**

**Measurement Criteria:** *Demonstrate knowledge of the basic purposes of e-mail systems.*

**Measurement Criteria:** *Demonstrate knowledge of basic e-mail features and options.*

**Measurement Criteria:** *Demonstrate knowledge of security issues and guidelines for legal usage of e-mail.*

**Measurement Criteria:** *Demonstrate knowledge of contamination protection strategies for e-mail\*, including not downloading attachments from unknown sources.*

**Measurement Criteria:** *Demonstrate knowledge of e-mail etiquette.*

**Performance Element:** **Use email to communicate within and across organizations.**

**Measurement Criteria:** *Access email system using login and password functions.*

**Measurement Criteria:** *Access email messages received.*

**Measurement Criteria:** *Access email attachments.*

**Measurement Criteria:** *Access needed information using e-mail help facilities and tools.*

**Measurement Criteria:** *Create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, e-mail etiquette).*

**Statement:** *Use Internet Applications.*

**Performance Element:** **Search for and access information.**

**Measurement Criteria:** *Access business and technical information using the Internet.*

**Measurement Criteria:** *Select search engine(s) to use.*

**Measurement Criteria:** *Select appropriate search procedures and approaches.*

**Measurement Criteria:** *Locate information using search engine(s) and Boolean logic.*

**Measurement Criteria:** *Evaluate Internet resources (e.g., accuracy of information*

**Statement:** *Use Writing/Publishing applications.*

**Performance Element:** **Prepare simple reports and other business communications.**

**Measurement Criteria:** *Demonstrate proficiency in keyboarding skills.*

**Measurement Criteria:** *Retrieve existing documents.*

**Measurement Criteria:** *Create documents (e.g., letters, memos, reports) using existing forms and templates.*

## Cluster Knowledge and Skill Statement

**Measurement Criteria:** *Safeguard documents using name and save functions.*

**Measurement Criteria:** *Format text using basic formatting functions.*

**Performance Element:** **Prepare complex reports and other business communications, integrating graphics and other non-text elements.**

**Measurement Criteria:** *Create new word processing forms, style sheets, and templates.*

**Measurement Criteria:** *Use advanced formatting features (e.g., headers/footers/dropped caps, indexing)*

**Measurement Criteria:** *Place graphics in document.*

**Measurement Criteria:** *Output desktop publishing files.*

**Measurement Criteria:** *Enhance publications using different fonts, styles, attributes, justification, etc.*

**Statement:** *Use Computer Operations applications.*

**Performance Element:** **Manage computer operations.**

**Measurement Criteria:** *Apply basic commands of operating system software.*

**Measurement Criteria:** *Employ desktop operating skills.*

**Performance Element:** **Manage file storage.**

**Measurement Criteria:** *Apply appropriate file and disk management techniques.*

**Measurement Criteria:** *Differentiate between files and directories.*

**Measurement Criteria:** *Determine file organization.*

**Measurement Criteria:** *Demonstrate knowledge of the system utilities used for file management.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

### Safety, Health, and Environmental

**Statement:** *Maintain a safe work environment.*

**Performance Element:** Perform and record regular safety inspections.

**Measurement Criteria:** Follow organizational policies and procedures.

**Measurement Criteria:** Educate and orient other employees.

**Measurement Criteria:** Maintain a safe work area.

**Measurement Criteria:** Identify and describe workplace hazards.

**Measurement Criteria:** Perform regular inspections to maintain compliance.

**Measurement Criteria:** Maintain documentation on compliance.

**Measurement Criteria:** Identify and report health, safety, and environmental problems.

**Measurement Criteria:** Participate in accident/incident investigations.

**Statement:** *Research records and reports to demonstrate knowledge of the safety, health and environmental responsibilities of those in Law, Public Safety and Security professions.*

**Performance Element:** Prepare an audit to identify workplace hazards to health, safety and the environment.

**Measurement Criteria:** Research typical responsibilities of Law, Public Safety and Security professionals.

**Measurement Criteria:** Identify and describe typical workplace health hazards.

**Measurement Criteria:** Identify and describe typical workplace safety hazards.

**Measurement Criteria:** Identify and describe typical workplace environmental hazards.

**Performance Element:** Investigate accidents and related incidents to identify potential workplace problems.

**Measurement Criteria:** Perform regular audits and inspections find potential problems.

**Measurement Criteria:** Document inspections and submit reports.

**Measurement Criteria:** Interview those involved in incident using all communications skills.

**Measurement Criteria:** Secure and document observations of incident scene.

**Measurement Criteria:** Document information on incident using writing skills.

**Measurement Criteria:** Define the term hazardous material.

**Measurement Criteria:** Describe the effects of hazardous material events on society.

**Measurement Criteria:** Identify the concepts of toxicology.

**Measurement Criteria:** Obtain local information about transporting hazardous material and report on findings.

**Measurement Criteria:** Outline a typical Incident Management System Report.

**Statement:** *Apply basic first aid and CPR.*

**Performance Element:** Administer basic first aid to handle a variety of workplace emergencies.

**Measurement Criteria:** Control bleeding.

**Measurement Criteria:** Emergency aid procedures for burns.

**Measurement Criteria:** Emergency aid procedures for treatment of shock.

**Measurement Criteria:** Emergency aid procedures for broken bones and severe sprains.

**Measurement Criteria:** Emergency aid procedures for poisoning.

**Measurement Criteria:** Emergency aid procedures for treating exposure to the elements.

## Cluster Knowledge and Skill Statement

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**Performance Element:** Engage in CPR training to master CPR techniques.

**Measurement Criteria:** *Describe the signs that CPR is needed.*

**Measurement Criteria:** *Describe the techniques for CPR in different situations.*

**Measurement Criteria:** *Demonstrate the effective use of at least one CPR technique.*

**Measurement Criteria:** *Become CPR certified.*

## Cluster Knowledge and Skill Statement

### Leadership and Teamwork

**Statement:** *Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities.*

**Performance Element:** Organize team involvement to provide leadership qualities within a group environment.

- Measurement Criteria:** *Assume leadership role when assigned such responsibilities.*
- Measurement Criteria:** *Work with others to develop and achieve team goals.*
- Measurement Criteria:** *Promote involvement of and use of team members.*
- Measurement Criteria:** *Delegate responsibility to others and maintain accountability for results.*
- Measurement Criteria:** *Monitor and evaluate team performance.*

**Performance Element:** Use people skills to collaborate in work projects.

- Measurement Criteria:** *Identify purpose of team and each member's role.*
- Measurement Criteria:** *Develop understanding of cultural difference among team members.*
- Measurement Criteria:** *Set basic standards of conduct among the group.*
- Measurement Criteria:** *Demonstrate commitment to team goals.*
- Measurement Criteria:** *Use conflict resolution skills.*
- Measurement Criteria:** *Use negotiation and persuasive argument skills.*
- Measurement Criteria:** *Use problem solving and organizational skills.*
- Measurement Criteria:** *Provide constructive criticism and praise.*

**Statement:** *Demonstrate the knowledge and skills to collaborate in projects and work activities.*

**Performance Element:** Provide group leadership.

- Measurement Criteria:** *Work with others to gain commitment to team goals.*
- Measurement Criteria:** *Lead by example.*
- Measurement Criteria:** *Promote full involvement and use of team members.*
- Measurement Criteria:** *Distribute workload, responsibility, and accountability fairly.*

**Performance Element:** Exercise respect and adaptability to collaborate with others.

- Measurement Criteria:** *Identify general roles of effective group/team members.*
- Measurement Criteria:** *Treat group members with respect.*
- Measurement Criteria:** *Demonstrate commitment to team goals.*
- Measurement Criteria:** *Adapt effectively to changes in work objectives or processes.*
- Measurement Criteria:** *Provide constructive praise and criticism.*
- Measurement Criteria:** *Use conflict resolution skills.*
- Measurement Criteria:** *Use problem solving and planning skills.*
- Measurement Criteria:** *Manage stress and control emotions.*



## Cluster Knowledge and Skill Statement

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**Performance Element: Organize materials and define objectives to lead and conduct purposeful meetings.**

**Measurement Criteria:** *Develop meeting objectives and agenda.*

**Measurement Criteria:** *Assign responsibilities for preparing materials and leading discussions.*

**Measurement Criteria:** *Assemble and distribute meeting materials.*

**Measurement Criteria:** *Attend scheduled meetings on time.*

**Measurement Criteria:** *Review objectives and time frames with meeting attendees.*

**Measurement Criteria:** *Use effective communications skills.*

**Measurement Criteria:** *Review meeting accomplishments and agreements reached.*

**Measurement Criteria:** *Produce a report and/or minutes of the meeting.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

### Ethics and Legal Responsibilities

**Statement:** *Practice personal, ethical behavior to demonstrate commitment to professional ethics and legal responsibilities.*

**Performance Element:** Examine real world situations to discuss ethics and the appropriate code of professional conduct.

**Measurement Criteria:** *Cite authority for ethical decisions.*

**Measurement Criteria:** *Describe an approach to a real world situation.*

**Measurement Criteria:** *Define professional responsibility.*

**Measurement Criteria:** *Provide examples of disciplinary procedures for the selected specialty careers.*

**Measurement Criteria:** *Practice ethical behavior.*

**Statement:** *Display integrity in your actions to demonstrate a commitment to ethical behavior in the performance of job duties.*

**Performance Element:** Pursue character-building activities to perform the duties of law enforcement personnel in an ethical manner.

**Measurement Criteria:** *Analyze the causes of violations of public trust by Law, Public Safety, and Security personnel.*

**Measurement Criteria:** *Develop solutions that Law, Public Safety and Security personnel can do to enhance public trust.*

**Measurement Criteria:** *Explain the dynamics of employee integrity.*

**Measurement Criteria:** *Develop short and long-term strategies to enhance high performance standards of ethics.*

**Statement:** *List laws, ordinances, regulations, and organizational rules careers in law, public safety and security.*

**Performance Element:** Know laws, ordinances, regulations and organizational rules of conduct to perform assigned duties.

**Measurement Criteria:** *Pass tests on required laws and rules of conduct.*

**Measurement Criteria:** *Perform assigned duties while complying with laws, ordinances, regulations, and organizational rules.*

**Measurement Criteria:** *Establish location of copies of laws, ordinances, regulations, and organizational rules.*

**Measurement Criteria:** *Report violations of a legal or of an ethical nature through the proper chain of command.*

**Performance Element:** Establish and maintain a background of obedience to the law to demonstrate ethical conduct.

**Measurement Criteria:** *Limit involvement with the law and criminal court system to qualify for employment.*

**Measurement Criteria:** *Follow ethical conduct guidelines established by community standards.*

**Statement:** *Identify strategies for individuals and organizations to respond to unethical and illegal actions in different workplace situations.*

**Performance Element:** Identify and explain alternative strategies for individuals to respond to unethical and illegal actions in different workplace situations.

**Measurement Criteria:** *Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by*

## Cluster Knowledge and Skill Statement

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*individuals.*

**Measurement Criteria:** *Evaluate alternative responses to unethical and illegal actions by individuals and select and justify best approach.*

**Performance Element: Identify and explain alternative strategies for organizations to respond to unethical and illegal actions in different workplace situations.**

**Measurement Criteria:** *Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by organizations.*

**Measurement Criteria:** *Evaluate alternative responses to unethical and illegal actions by organizations and select and justify best approach.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

### Employability and Career Development

**Statement:** *Research reliable sources to demonstrate the technical knowledge and skills required to pursue the full range careers for this cluster.*

**Performance Element:** Examine both benefits and disadvantages to explore the entire range of Law, Public Safety and Security Careers.

**Measurement Criteria:** *Provide common characteristics and sources of specific information for each selected career specialty.*

**Measurement Criteria:** *Discuss the benefits and disadvantages for selection of an area of specialization in Law, Public Safety and Security Cluster careers.*

**Statement:** *Demonstrate knowledge of the different career options and their career paths in the Law, Public Safety and Security career fields.*

**Performance Element:** Locate and list career options and requirements for succeeding in the career fields of Law, Public Safety and Security.

**Measurement Criteria:** *Identify the primary career tracks in the Law, Public Safety and Security fields.*

**Measurement Criteria:** *List likely positions as one progresses up one or more career tracks or ladders.*

**Measurement Criteria:** *Identify education and industry credential requirements in the Law, Public Safety and Security fields.*

**Measurement Criteria:** *Interview and prepare a report on the career progression of one or more professionals in the Law, Public Safety and Security fields.*

**Performance Element:** Match interests, abilities and preferences to career opportunities.

**Measurement Criteria:** *Through a variety of assessment methods, identify interests, abilities and preferences related to careers.*

**Measurement Criteria:** *Select one or more preferred career tracks and outline the requirements for the selected career tracks.*

**Measurement Criteria:** *Develop a career plan, which list education, skill and knowledge requirements for each career track.*

**Statement:** *Demonstrate knowledge and skills required to seek, apply, and accept employment.*

**Performance Element:** Locate and assess employment opportunities.

**Measurement Criteria:** *Based on a projected personal budget, estimate the salary one would need to live on, within that budget.*

**Measurement Criteria:** *Research and locate employment opportunities that offer the estimated required salary.*

**Measurement Criteria:** *Evaluate and compare compensation packages.*

**Measurement Criteria:** *Determine job requirements of identified opportunities.*

**Measurement Criteria:** *Write a report that outlines the possible career progression for the identified job opportunities including training, advancement opportunities, and professional networking possibilities.*

**Measurement Criteria:** *Prepare a resume and a job application letter.*

**Measurement Criteria:** *Complete job application forms.*

# Law, Public Safety and Security

## Cluster Knowledge and Skill Statement

**Measurement Criteria:** *Participate in a job interview using communication skills and technical knowledge of the career area.*

**Measurement Criteria:** *Write interview follow-up letters.*

**Measurement Criteria:** *Write acceptance letters.*

**Measurement Criteria:** *Complete employment forms.*

**Statement:** *Develop positive work behaviors and personal qualities to fulfill professional demands in the Law, Public Safety and Security career fields.*

**Performance Element:** Research reliable sources to identify the positive work behaviors and personal qualities typically required in the Law, Public Safety and Security career fields.

**Measurement Criteria:** *Using employee handbooks and company employee regulations list essential behaviors and requirements of employees in Law, Public Safety and Security Cluster.*

**Measurement Criteria:** *Interview one or more employees.*

**Measurement Criteria:** *Write a report on the interviewees required behaviors and personal qualities.*

**Measurement Criteria:** *Prioritize expected/required behaviors.*

**Measurement Criteria:** *Explain why some behaviors are more important than others.*

**Performance Element:** Demonstrate positive work behaviors and personal qualities to evidence qualities typically required in the Law, Public Safety and Security career fields.

**Measurement Criteria:** *Demonstrate regular attendance.*

**Measurement Criteria:** *Follow dress and appearance standards.*

**Measurement Criteria:** *Demonstrate effort and initiative.*

**Measurement Criteria:** *Demonstrate leadership and teamwork.*

**Measurement Criteria:** *Demonstrate the willingness to learn.*

**Measurement Criteria:** *Take responsibility for actions and decisions.*

**Measurement Criteria:** *Act ethically and legally.*

**Statement:** *Compare career fields to develop a personal perspective.*

**Performance Element:** List responsibilities of a beginning employee in selected careers to understand the emotional and physical challenges of the career areas in Law, Public Safety and Security Cluster.

**Measurement Criteria:** *Discuss career requirements contained within selected careers of the Law, Public Safety and Security Cluster.*

**Measurement Criteria:** *Compare selected careers in the Law, Public Safety and Security careers with other career cluster options.*

**Measurement Criteria:** *Assess one's own abilities to enter a Law, Public Safety and Security career.*

**Measurement Criteria:** *Outline a realistic career development plan.*



## **Section III – Pathway Knowledge and Skills**





## **PATHWAY: Correction Services**

### **Pathway Topic: Problem Solving and Critical Thinking Skills**

**Pathway KS Statement:** *Apply anger management techniques to resolve conflicts and reduce anger.*

**Performance Element:** Use conflict and anger management procedures to take charge of problems.

**Measurement Criteria:** *Identify techniques managing conflict between people.*

**Measurement Criteria:** *Identify techniques to reduce anger.*

**Measurement Criteria:** *Identify sources and common responses to conflict.*

**Measurement Criteria:** *Distinguish between passive, aggressive and assertive behavior.*

**Measurement Criteria:** *Describe how body language plays a role in interacting with others.*

**Measurement Criteria:** *Identify factors that can contribute to a person's hostility.*

**Measurement Criteria:** *Discuss how anger and work go together.*

**Measurement Criteria:** *Discuss predictable factors that signal potential conflict.*

**Measurement Criteria:** *Identify and discuss the sequence of anger.*

**Measurement Criteria:** *Identify and discuss the components of the conflict environment.*

**Pathway KS Statement:** *Evaluate the surrounding environment for signs of potential problems and or danger.*

**Performance Element:** Establish an awareness of what is going on around you at all times.

**Measurement Criteria:** *Apply techniques of observation.*

**Measurement Criteria:** *Maintain a keen awareness of the surrounding environment.*

**Measurement Criteria:** *Develop senses of perception and intuition to read the environment.*

### **Pathway Topic: Leadership and Teamwork**

**Pathway KS Statement:** *Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects in a correctional environment.*

**Performance Element:** Organize team involvement to provide leadership qualities within a group environment.

**Measurement Criteria:** *Assume leadership role when assigned such responsibilities.*

**Measurement Criteria:** *Work with others to develop and achieve team goals.*

**Measurement Criteria:** *Promote involvement of and use of team members.*

**Measurement Criteria:** *Delegate responsibility to others and maintain accountability for results.*

**Measurement Criteria:** *Monitor and evaluate team performance.*

**Performance Element:** Use people skills to collaborate in work projects.

**Measurement Criteria:** *Identify purpose of team and each member's role.*

**Measurement Criteria:** *Develop understanding of cultural difference among team members.*

**Measurement Criteria:** *Set basic standards of conduct among the group.*

## Pathway Topic: Leadership and Teamwork

**Measurement Criteria:** *Demonstrate commitment to team goals.*

**Measurement Criteria:** *Use conflict resolution skills.*

**Measurement Criteria:** *Use negotiation and persuasive argument skills.*

**Measurement Criteria:** *Use problem solving and organizational skills.*

**Measurement Criteria:** *Provide constructive criticism and praise.*

**Pathway KS Statement:** **Demonstrate the knowledge and skills to collaborate in projects and work activities.**

**Performance Element:** **Provide group leadership.**

**Measurement Criteria:** *Work with others to gain commitment to team goals.*

**Measurement Criteria:** *Lead by example.*

**Measurement Criteria:** *Promote full involvement and use of team members.*

**Measurement Criteria:** *Distribute workload, responsibility, and accountability fairly.*

**Performance Element:** **Exercise respect and adaptability to collaborate with others.**

**Measurement Criteria:** *Identify general roles of effective group/team members.*

**Measurement Criteria:** *Treat group members with respect.*

**Measurement Criteria:** *Demonstrate commitment to team goals.*

**Measurement Criteria:** *Adapt effectively to changes in work objectives or processes.*

**Measurement Criteria:** *Provide constructive praise and criticism.*

**Measurement Criteria:** *Use conflict resolution skills.*

**Measurement Criteria:** *Use problem solving and planning skills.*

**Measurement Criteria:** *Manage stress and control emotions.*

**Performance Element:** **Organize materials and define objectives to lead and conduct purposeful meetings.**

**Measurement Criteria:** *Develop meeting objectives and agenda.*

**Measurement Criteria:** *Assign responsibilities for preparing materials and leading discussions.*

**Measurement Criteria:** *Assemble and distribute meeting materials.*

**Measurement Criteria:** *Attend scheduled meetings on time.*

**Measurement Criteria:** *Review objectives and time frames with meeting attendees.*

**Measurement Criteria:** *Use effective communications skills.*

**Measurement Criteria:** *Review meeting accomplishments and agreements reached.*

**Measurement Criteria:** *Produce a report and/or minutes of the meeting.*

## Pathway Topic: Safety, Health and Environmental

**Pathway KS Statement:** **Become certified in first aid and CPR in order to apply those skills as needed in emergencies.**

**Performance Element:** **Use basic first aid procedures to respond to emergencies.**

**Measurement Criteria:** *Demonstrate emergency procedures for controlling bleeding.*

**Measurement Criteria:** *Demonstrate emergency procedures for treating burns.*

**Measurement Criteria:** *Demonstrate emergency procedures for treating shock and severe shock.*

**Measurement Criteria:** *Demonstrate emergency procedures for treating broken bones.*

**Measurement Criteria:** *Explain emergency procedures for treating poisoning.*

## Pathway Topic: Safety, Health and Environmental

**Measurement Criteria:** *Explain emergency procedures for treating heat and cold exposure.*

**Measurement Criteria:** *Become certified in basic first aid.*

**Performance Element:** **Use CPR techniques to respond to emergencies.**

**Measurement Criteria:** *Describe the signs and symptoms that indicate CPR is needed.*

**Measurement Criteria:** *Describe CPR techniques for different situations with infants, children, and adults.*

**Measurement Criteria:** *Explain when it is legal to discontinue CPR.*

**Measurement Criteria:** *Become certified in adult CPR.*

**Performance Element:** **Respond to emergencies with caution to avoid bloodborne pathogens.**

**Measurement Criteria:** *Pay heed to OSHA's number one rule: all body fluids are potentially infectious.*

**Measurement Criteria:** *Employ OSHA-recommended equipment when exposed to any kind of bleeding.*

**Measurement Criteria:** *Beware of dangers from infectious diseases such as HIV/AIDS and Hepatitis ABC.*

**Measurement Criteria:** *Research bloodborne pathogens and infectious diseases.*

**Measurement Criteria:** *Protect yourself around drug users, especially those who use needles.*

**Pathway KS Statement:** **Research appropriate laws and documents to ensure compliance with Federal and State laws.**

**Performance Element:** **Comply with special requirements for handling hazardous materials to develop safe working habits.**

**Measurement Criteria:** *Read and follow instructions on Material Safety Data Sheets (MSDS) for all materials that require special care or handling.*

**Measurement Criteria:** *Read and follow the Occupational Safety and Health Administration (OSHA) instructions that are posted in the workplace.*

**Measurement Criteria:** *Employ Haz-Mat guidelines when working with hazardous materials.*

**Performance Element:** **Respect the rights of persons with disabilities to honor their contributions to the workforce.**

**Measurement Criteria:** *Read Equal Employment Opportunity (EEO) regulations.*

**Measurement Criteria:** *Read the Americans With Disabilities Act (ADA).*

**Measurement Criteria:** *Respect the concept of Affirmative Action and practice it in the workplace.*

**Measurement Criteria:** *Report violations of individual rights in writing to proper authorities.*

**Performance Element:** **Restrain individuals placed into custody without violation of personal rights and not jeopardizing personal safety.**

**Measurement Criteria:** *Identify and discuss all safety precautions to be taken by a correctional officer to restrain prisoners.*

**Measurement Criteria:** *Conduct a thorough search of the environment and prisoner*

## Pathway Topic: Safety, Health and Environmental

*prior to restrain and/or moving prisoner.*

**Measurement Criteria:** *Identify potential safety risks associated with prisoner escort in a variety of environments, i.e. courtrooms, hospitals, and elevators.*

**Measurement Criteria:** *Discuss in detail the correct procedure for conducting a strip search.*

**Measurement Criteria:** *Discuss precautions a correctional officer must consider during a search.*

**Measurement Criteria:** *List precautions a correctional officer should take with contaminated clothing, hypodermic needles, and other potentially contaminated objects.*

**Measurement Criteria:** *Define the term positional asphyxiation in its relationship to current court findings and recent medical discoveries.*

**Measurement Criteria:** *Recognize prisoners who may be suicidal and take necessary steps to reduce potential of suicides.*

**Measurement Criteria:** *Recognize the characteristics of prisoners who may be inclined to inflict personal injury to themselves or others.*

**Measurement Criteria:** *Take steps to reduce the possibility of prisoner causing self-mutilation.*

**Measurement Criteria:** *Properly select the type of restraint required.*

**Measurement Criteria:** *Demonstrate the proper procedure in removing handcuffs, leg restraints, flex-cuffs, and waste-chains.*

## Pathway Topic: Information Technology Applications

**Pathway KS Statement:** *Use information technology systems to track offenders.*

**Performance Element:** *Navigate offender tracking systems to enter and gather offender information.*

**Measurement Criteria:** *Enter data into criminal records systems.*

**Measurement Criteria:** *Gather data from criminal records systems.*

**Measurement Criteria:** *Interpret data from criminal records systems.*

## Pathway Topic: Systems

**Pathway KS Statement:** *Apply standard operational procedures used in the criminal justice system.*

**Performance Element:** *Understand and apply the principles of security in a correctional environment.*

**Measurement Criteria:** *Identify and control Contraband.*

**Measurement Criteria:** *Conduct legal and ethical searches.*

**Measurement Criteria:** *Use established counting procedures.*

**Measurement Criteria:** *Practice proper key and tool control.*

**Measurement Criteria:** *Follow patrol procedures within the institution.*

**Measurement Criteria:** *Follow emergency procedures.*

**Measurement Criteria:** *Follow established guidelines when transporting offenders.*

**Measurement Criteria:** *Apply proper procedures when dealing with inmate gangs and other security threat groups.*

# Law, Public Safety and Security

## Pathway Topic: Systems

**Performance Element:** Apply operational procedures in a correctional environment.

**Measurement Criteria:** List the steps an offender takes through the system.

**Measurement Criteria:** Evaluate offender classification systems.

**Measurement Criteria:** Use correctional trend data to conduct research.

## Pathway Topic: Employability and Career Development

**Pathway KS Statement:** Research reliable sources to find an area of law and public safety where your physical and mental abilities would gain you employment.

**Performance Element:** Examine areas of law and public safety to find a service that presents employment potential for your skills and personal preferences.

**Measurement Criteria:** Consider employment in Legal Services.

**Measurement Criteria:** Look over jobs in Law Enforcement Services.

**Measurement Criteria:** Examine work in Security and Protective Services.

**Measurement Criteria:** Look at positions in Emergency and Fire Management Services.

**Measurement Criteria:** Examine Correction Services for job opportunities.

**Performance Element:** Evaluate your personal abilities and preferences to determine if you meet requirements for employment and law and public safety.

**Measurement Criteria:** Prepare references for background checks.

**Measurement Criteria:** Be prepared to take drug tests.

**Measurement Criteria:** Plan on undergoing a psychological evaluation.

**Measurement Criteria:** Keep in good shape to meet physical requirements.

**Pathway KS Statement:** Exhibit the skills and drive to seek, apply for, and accept employment.

**Performance Element:** Employ effective search methods to locate potential employment opportunities in law and public safety.

**Measurement Criteria:** Prepare a personal budget to estimate the salary you will require.

**Measurement Criteria:** Confine your search to job areas where pay will meet your requirements.

**Measurement Criteria:** Evaluate and compare compensation packages.

**Measurement Criteria:** Outline training needs.

**Measurement Criteria:** Look for career enhancing opportunities.

**Performance Element:** Prepare documents required to seek and acquire a good job in law and public safety.

**Measurement Criteria:** Prepare a resume complete with a job application letter.

**Measurement Criteria:** Complete job application forms.

**Measurement Criteria:** Use effective communications skills at interviews.

**Measurement Criteria:** Write interview follow-up letters.

**Measurement Criteria:** Write a letter accepting employment.

**Measurement Criteria:** Complete employment forms.

**Pathway KS Statement:** Plan continuing education and other positive pursuits to promote career advancement.

## Pathway Topic: Employability and Career Development

**Performance Element:** Integrate ongoing education and other program participation to develop a positive image at work and in the public eye.

**Measurement Criteria:** Find local or area training facilities that offer courses related to your job area.

**Measurement Criteria:** Attend seminars and other meetings that bring experts in for presentations that keep personnel up-to-date with new processes and equipment.

**Measurement Criteria:** Volunteer for public service that helps children, senior citizens, or the disabled.

**Measurement Criteria:** Read magazines and other materials that cater to law and public safety news.

**Measurement Criteria:** Join a fraternal organization that promotes your job area by keeping a

Join a fraternal organization that promotes your job area by keeping a presence in the community.

## Pathway Topic: Academic Foundations

**Pathway KS Statement:** Apply psychology principles to deal with erratic human behavior.

**Performance Element:** Apply only accepted practices in dealing with special needs inmates.

**Measurement Criteria:** Use proper procedures when dealing with violent offenders.

**Measurement Criteria:** Evaluate offenders for signs of suicidal tendency.

**Measurement Criteria:** Recognize the signs and effects of addiction.

**Measurement Criteria:** Evaluate the effects of mental illness on offender behavior.

**Performance Element:** Watch for symptoms and revealing behavior to help prevent of suicides.

**Measurement Criteria:** Identify factors influencing suicides in custody.

**Measurement Criteria:** Describe signs and symptoms of suicidal behavior.

**Measurement Criteria:** Assess suicidal risk.

**Measurement Criteria:** Specify the role of the correctional worker in suicide prevention.

**Performance Element:** Recognize the signs and symptoms of drugs.

**Measurement Criteria:** List the common drugs of abuse.

**Measurement Criteria:** Describe the Medical Consequences of drug abuse.

**Measurement Criteria:** Describe how to detect drug use in a correctional environment.

**Measurement Criteria:** Describe how to Control drug use in a correctional environment.

**Performance Element:** Exercise behavior management skills to ease tensions and promote cooperation.

**Measurement Criteria:** Evaluate offender behavior.

**Measurement Criteria:** Build relationships based on mutual respect.

**Measurement Criteria:** Apply appropriate intervention techniques.

**Performance Element:** Recognize offender attempts to manipulate causes and situations.

## Pathway Topic: Academic Foundations

**Measurement Criteria:** *Recognize the manipulative games that offenders play.*

**Measurement Criteria:** *Avoid involvement in offenders games.*

## Pathway Topic: Communications

**Pathway KS Statement:** **Apply active listening skills to obtain and clarify information provided in oral communications.**

**Performance Element:** **Apply active listening skills in obtaining and clarifying information provided in oral communications.**

**Measurement Criteria:** *Paraphrase and repeat information to confirm understanding.*

**Measurement Criteria:** *Record and summarize information in written notes.*

**Measurement Criteria:** *Ask questions to seek or confirm understanding.*

**Measurement Criteria:** *Contribute relevant comments to improve the presentation and discussion of information.*

**Performance Element:** **Listen carefully to oral communications to explain the meaning of technical concepts, knowledge and vocabulary, related to Correction Services.**

**Measurement Criteria:** *Following informal discussions such as in meetings, explain the meaning of technical concepts, knowledge and vocabulary.*

**Measurement Criteria:** *Following formal presentations, explain the meaning of technical concepts, knowledge and vocabulary.*

**Measurement Criteria:** *Explain the importance of word choice and particular phrases used in routine and emergency situations.*

**Performance Element:** **Listen and speak effectively to contribute to group discussions and meetings.**

**Measurement Criteria:** *Clarify purpose and goals of meetings and discussions.*

**Measurement Criteria:** *Take turns for others and show respect for others.*

**Measurement Criteria:** *Use active listening skills.*

**Measurement Criteria:** *Stay on subject and task.*

**Measurement Criteria:** *Summarize results of meeting including agreements and disagreements.*

**Pathway KS Statement:** **Use verbal and oral communications skills to demonstrate academic preparation.**

**Performance Element:** **Demonstrate effective oral communication.**

**Measurement Criteria:** *Demonstrate appropriate usage of grammar, diction, and sentence structure.*

**Measurement Criteria:** *Use references and quoted material properly.*

**Performance Element:** **Deliver formal and extemporaneous presentations that demonstrate organizational strategy and delivery skill.**

**Measurement Criteria:** *Communicate main ideas and supporting facts to achieve purpose of communication.*

**Measurement Criteria:** *Use visual aids and presentation technology to support formal presentations.*

**Measurement Criteria:** *Use proper organization and structure to achieve coherence.*

**Measurement Criteria:** *Use technical terms and concepts, related to correction*

## Pathway Topic: Communications

*services, correctly.*

**Measurement Criteria:** *Use correct grammar and sentence structure.*

**Pathway KS Statement:** **Use conflict resolution skills and knowledge to resolve conflicts among individuals** (—see “Conflict Resolution Education: Program Report” 1996, US Department of Education and Justice; Donna Crawford and Richard Bodine).

**Performance Element:** Understand the basic origins of conflict and the needs that motivate behavior (—see “Conflict Resolution Education: Program Report” 1996, US Department of Education and Justice; Donna Crawford and Richard Bodine).

**Measurement Criteria:** *Describe the basic psychological needs that motivate behavior (belonging, power, freedom, and fun).*

**Measurement Criteria:** *Describe the role limited resources (time, money, and property) play in generating conflict.*

**Measurement Criteria:** *Describe the role that different values play in generating conflict (beliefs, priorities, and principles).*

**Measurement Criteria:** *Identify the primary motivators for conflict in given conflict situations.*

**Performance Element:** Understand the different responses to conflict and the results they normally generate.

**Measurement Criteria:** *Describe the soft response approach (avoidance, compromise and accommodation) and the typical reasons for using that approach.*

**Measurement Criteria:** *Describe the hard response approach (force, threats, aggression and anger), and the typical reasons for using that approach.*

**Measurement Criteria:** *Describe the principled response approach (use of good communications skills, problem solving skills, and the ability to see the problem from more than one perspective), and the typical reasons for using that approach.*

**Measurement Criteria:** *Given different conflict situations and the ensuing responses to that conflict, identify the type of response and the probable outcomes, as well as the type of motivators for the conflict.*

**Performance Element:** Understand the different principled-centered conflict resolution processes to recognize conditions under which they can be used.

**Measurement Criteria:** *Describe the negotiation process and how it is typically used.*

**Measurement Criteria:** *Describe the mediation process and how it is typically used.*

**Measurement Criteria:** *Describe the consensus (group) conflict resolution process and how it is typically used.*

**Measurement Criteria:** *Given certain scenarios or cases, identify the conflict resolution process used and the pros and cons of using that process in those situations.*

**Performance Element:** Understand the use of principle-centered conflict resolution processes in order to employ its use in the workplace.

**Measurement Criteria:** *Describe the essential elements of conflict resolution (10-11).*

**Measurement Criteria:** *Describe the abilities individuals should possess to use*



## Pathway Topic: Communications

*principle-centered conflict resolution processes (11-12).*

**Measurement Criteria:** *Describe the basic steps for principle-centered conflict resolution processes (12).*

**Measurement Criteria:** *Observe and critique the use of one or more principle-centered conflict resolution processes.*

**Measurement Criteria:** *Use one or more principle-centered conflict resolution processes in role-play and/or actual situations.*

**Pathway KS Statement:** **Interpret nonverbal communication messages to discern facts from fabrication.**

**Performance Element:** **Use visual and vocal cues to comprehend information received from body language, eye movement, voice tone, and voice inflection.**

**Measurement Criteria:** *Interpret body language clues to discern facts from fabrication.*

**Measurement Criteria:** *Recognize eye movement clues that discern facts from fabrication.*

**Measurement Criteria:** *Listen to voice tone, speed, volume, and inflection to discern facts from fabrication.*

**Pathway KS Statement:** **Write effective materials to demonstrate specific academic writing strategies.**

**Performance Element:** **Write coherent and focused texts that convey a well-reasoned argument to support a defined perspective.**

**Measurement Criteria:** *Structure ideas and arguments in a persuasive and sophisticated manner supported with relevant examples.*

**Measurement Criteria:** *Develop materials by using critical research strategies.*

**Measurement Criteria:** *Use correct spelling and grammar.*

**Measurement Criteria:** *Use correct capitalization and punctuation.*

**Measurement Criteria:** *Use reference information effectively and accurately.*

**Measurement Criteria:** *Use tables, charts, and graphs to support arguments and perspectives.*

**Performance Element:** **Write correspondence, reports, and other documents to establish facts and explain situations and events.**

**Measurement Criteria:** *Design letters that accomplish stated objective.*

**Measurement Criteria:** *Create a log of activities for a given project.*

**Measurement Criteria:** *Create progress reports that detail factual information.*

**Measurement Criteria:** *Write a variety of factual reports of specific incidents and observations.*

**Measurement Criteria:** *Understand the importance of written documentation from a management, legal and evidentiary perspective.*

## Pathway Topic: Ethics and Legal Responsibilities

**Pathway KS Statement:** **Apply constitutional laws and laws of correction systems to assure zero errors in performance.**

**Performance Element:** **Apply constitutional laws and the laws of arrest to execute official correction service duties while respecting citizen rights.**

**Measurement Criteria:** *Discuss the three sources of law.*

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *Describe the effects of the First Amendment on correction services.*

**Measurement Criteria:** *Identify the criminal and civil consequences a correctional officer may face by violating a citizen's constitutional right.*

**Measurement Criteria:** *Define citizen detention.*

**Measurement Criteria:** *State the requirements for private citizens to assist correction officials in preventing escape.*

**Measurement Criteria:** *Determine the appropriate level of force when dealing with deadly and non-deadly force situations.*

## **Pathway KS Statement: Demonstrate knowledge and understanding of the U.S. legal system and the implications for Correction Services.**

**Performance Element:** Compare the civil and criminal justice systems and explain how changes impact Correction Services.

**Measurement Criteria:** *Analyze changes in civil law related to prisoners.*

**Measurement Criteria:** *Analyze changes in criminal law related to prisoners.*

**Measurement Criteria:** *Explain how these changes impact correction services.*

**Measurement Criteria:** *Elaborate on the dynamic nature of the United States Legal System.*

**Measurement Criteria:** *Elaborate on the dynamic nature of the legal system at the state level.*

## **Pathway KS Statement: Analyze appropriate techniques, select, and manage crisis situations to protect individuals and society.**

**Performance Element:** Manage crisis negotiations to promote the safety of individuals and the public.

**Measurement Criteria:** *Explain principles of crisis negotiation.*

**Measurement Criteria:** *Use effective communication techniques in crisis negotiations.*

**Measurement Criteria:** *Demonstrate basic knowledge of abnormal psychology as applied to the Crisis Negotiator.*

**Measurement Criteria:** *Participate as a crisis negotiation team member.*

**Measurement Criteria:** *Yield to command center authority during crisis negotiations.*

**Measurement Criteria:** *List suicide intervention techniques.*

**Measurement Criteria:** *List various methods of conducting negotiations.*

**Measurement Criteria:** *Utilize appropriate negotiation techniques.*

**Measurement Criteria:** *Describe how to establish perimeters in crisis situations.*

**Measurement Criteria:** *Apply hostage safety considerations during negotiations.*

**Measurement Criteria:** *Demonstrate awareness of psychological impacts on hostages.*

**Performance Element:** Complete pre-event planning to respond to crisis situations.

**Measurement Criteria:** *Participate in training sessions for crisis management.*

**Measurement Criteria:** *Plan for pre-event crisis negotiation procedures.*

**Measurement Criteria:** *Establish priorities and goals for crisis negotiation situations.*

**Measurement Criteria:** *Develop procedures for gathering intelligence in a crisis negotiation situation.*

**Measurement Criteria:** *Participate in pre-event training sessions for crisis team leaders.*

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *Develop active listening skills.*

**Measurement Criteria:** *Establish effective questioning techniques.*

**Measurement Criteria:** *Complete advanced suicide intervention skills.*

**Performance Element:** **Identify crisis situations caused by different variables to assist individuals with threatening problems.**

**Measurement Criteria:** *Identify victim precipitated homicide situations.*

**Measurement Criteria:** *Negotiate with trouble youth.*

**Measurement Criteria:** *Identify effects of drug use in a crisis situation.*

**Performance Element:** **Plan for appropriate crisis management to protect individual and societal rights.**

**Measurement Criteria:** *Demonstrate sensitivity and understanding to individual and societal rights during role-play.*

**Measurement Criteria:** *Establish demands, deadlines, and terms of surrender for crisis negotiations.*

**Measurement Criteria:** *Differentiate between public safety and individual rights during crisis negotiations.*

**Measurement Criteria:** *Identify appropriate techniques of collecting evidence for criminal prosecution at crisis situations.*

**Measurement Criteria:** *Discuss steps leading to successful prosecution of law-breakers causing crisis situation.*

**Measurement Criteria:** *Identify issues involved in establishing operational security for crisis situations.*

**Pathway KS Statement:** **Gain knowledge of mental disorders, physical disabilities, communication disorders, and unusual behaviors to select the appropriate method and procedure to identify, communicate, and assist individuals requiring correctional officer assistant.**

**Performance Element:** **Learn the characteristics of persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors and the appropriate procedures to use in performing the duties of a correctional officer.**

**Measurement Criteria:** *List general characteristics of psychosis or abnormal behavior.*

**Measurement Criteria:** *List behaviors a correctional officer should display when interacting with a person with mental illness to maximize safety.*

**Measurement Criteria:** *Discuss the appropriate methods for intervention with mentally retarded individuals.*

**Measurement Criteria:** *List information that will aid in identification and evaluation of a potential suicidal individual.*

**Measurement Criteria:** *Differentiate between a subject who is dangerous to their self or others and those who are not dangerous.*

**Measurement Criteria:** *Discuss the legal authority the correctional officer has, and what action the correctional officer should take when working with a person who is dangerous to their self or others.*

**Measurement Criteria:** *Identify resources and provide help for individuals with suicidal compulsions, mental illness, or mental retardation.*

**Pathway KS Statement:** **Interact with prisoners to promote concern for**

## Pathway Topic: Ethics and Legal Responsibilities

### **persons with disabilities and other specific groups of people.**

**Performance Element:** Interact with prisoners in a wide variety of situations, fostering public cooperation, and making correction services more effective.

**Measurement Criteria:** *Recognize and provide the appropriate assistance to people with disabilities such as: autistic, hearing impaired/deaf, visually impaired/blind, mobility impaired, and persons having Alzheimer's disease.*

**Measurement Criteria:** *Demonstrate the appropriate methods of communicating with prisoners who have special needs to provide services and/or obtain necessary information.*

### **Pathway KS Statement: Perform law enforcement duties to reduce or address sexual harassment or abuse.**

**Performance Element:** Implement procedures and techniques to enforce sexual harassment laws.

**Measurement Criteria:** *Demonstrate how to appropriately respond to sexual harassment violations.*

**Measurement Criteria:** *Demonstrate an understanding how to initiate a preliminary investigation of a sexual harassment situation.*

**Measurement Criteria:** *Apply the law to make appropriate decisions in sexual harassment violation cases.*

**Performance Element:** Perform the duties of a correctional officer in cases related to sexual abuse.

**Measurement Criteria:** *Prepare an overview of sexually motivated crimes.*

**Measurement Criteria:** *List human sexuality determinants of human behavior that relate to sexual abuse.*

**Measurement Criteria:** *Explain the criminal mind and abnormal psychology related to sexual abuse.*

**Measurement Criteria:** *Define paraphillias (the symptomatic behavior of erotic-sexual dysfunction).*

**Measurement Criteria:** *Discuss the personality of a rapist.*

### **Pathway KS Statement: Select appropriate times to use deadly force and appropriately select from force continuum.**

**Performance Element:** Demonstrate an understanding of the proper use of deadly force.

**Measurement Criteria:** *Quote the guidelines and restrictions imposed by the federal and state governments related to use of deadly force.*

**Measurement Criteria:** *State the importance of following departmental policy on deadly force.*

**Measurement Criteria:** *List examples of situations where use of deadly force is authorized.*

**Measurement Criteria:** *List Supreme Court case examples dictating the use of deadly force.*

**Performance Element:** Understand the Use of Force Continuum.

**Measurement Criteria:** *State the levels of force from the lowest to the highest.*

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *List correctional officer's equipment considered soft empty hand.*

**Measurement Criteria:** *List correctional officer's equipment considered hard empty hand.*

**Measurement Criteria:** *List correctional officer's techniques considered soft impact.*

**Measurement Criteria:** *List correctional officer's techniques considered hard impact.*

**Measurement Criteria:** *List correctional officer's equipment considered lethal force.*

**Measurement Criteria:** *Provide appropriate responses to each level of Use of Force.*

## **PATHWAY: Emergency & Fire Management Services**

### **Pathway Topic: Communication**

**Pathway KS Statement:** *Speak well, write effectively and use equipment professionally to communicate effectively.*

**Performance Element:** Speak and write effectively to communicate specific ideas to various audiences.

**Measurement Criteria:** *Focus oral and written communications.*

**Measurement Criteria:** *Speak clearly to be understood by others.*

**Measurement Criteria:** *Tailor communication to specific audiences in different situations.*

**Measurement Criteria:** *Communicate using radio equipment.*

**Measurement Criteria:** *Complete forms using computers.*

**Measurement Criteria:** *Complete written forms.*

**Pathway KS Statement:** *Operate radio communication systems to convey and receive information.*

**Performance Element:** Use all types of radio equipment to reach intended audiences.

**Measurement Criteria:** *Identify a repeater radio system.*

**Measurement Criteria:** *Use a repeater radio system.*

**Measurement Criteria:** *Use clear and concise terminology.*

**Measurement Criteria:** *Differentiate among a hand held radio, base unit radio and mobile radio.*

**Measurement Criteria:** *Operate a hand held radio correctly.*

**Measurement Criteria:** *Operate a base unit radio correctly.*

**Measurement Criteria:** *Operate a mobile radio correctly.*

### **Pathway Topic: Problem Solving and Critical Thinking**

**Pathway KS Statement:** *Apply emergency response skills to manage an incident scene as the first responder (until relieved by superior officer).*

**Performance Element:** Use emergency management response to manage on-scene accident activities.

**Measurement Criteria:** *Respond logically.*

**Measurement Criteria:** *Use appropriate course of action to address emergency scene.*

**Measurement Criteria:** *Use training and past experiences to make decisions quickly.*

**Measurement Criteria:** *Obtain available resources as needed.*

**Measurement Criteria:** *Use resources to solve emergency problems.*

**Measurement Criteria:** *Recognize, interpret, and overcome obstacles.*

### **Pathway Topic: Information Technology Applications**

**Pathway KS Statement:** *Maintain up-to-date use of information technology application.*

**Performance Element:** Use radio equipment, computer technology, and public address/warning systems to manage emergency situations.

**Measurement Criteria:** *Operate information technology equipment as required for the specific job.*

**Measurement Criteria:** *Complete basic and recurring training program on*

## Pathway Topic: Information Technology Applications

*information technology applications.*

**Performance Element:** Develop fundamental skills necessary to operate word processing and spread sheet software.

**Measurement Criteria:** *Keyboard accurately.*

**Measurement Criteria:** *Pass examinations on word processing and spread sheet programs.*

## Pathway Topic: Systems

**Pathway KS Statement:** *Understand mission common objectives to commit to the missions of emergency and fire services, which are to save lives and protect property.*

**Performance Element:** Practice response procedures in order to respond to small and catastrophic emergency incidents.

**Measurement Criteria:** *Participate in training courses that prepare for emergency incidents.*

**Measurement Criteria:** *Achieve passing scores on written and performance evaluations.*

**Measurement Criteria:** *Demonstrate use of personal and other equipment used in emergency situations.*

**Measurement Criteria:** *Maintain emergency equipment within established criteria.*

**Measurement Criteria:** *Document training and equipment checks.*

**Measurement Criteria:** *Show a working knowledge of mitigation techniques.*

## Pathway Topic: Safety, Health and Environmental

**Pathway KS Statement:** *List local, state and federal regulations pertaining to safety issues.*

**Performance Element:** Employ personal safety procedures to meet prescribed regulations.

**Measurement Criteria:** *Pass tests on local, state and federal regulations governing pertinent safety issues.*

**Measurement Criteria:** *Use correct reporting procedures when safety regulations are not followed.*

**Measurement Criteria:** *Evaluate emergency situations and select procedures that reduce personal safety risks.*

**Measurement Criteria:** *Seek assistance from more experienced personnel in emergency situations that are unfamiliar.*

**Performance Element:** Know how to handle hazardous materials to manage demands of medical, fire, environmental, technological disasters or situations when hazardous materials are present.

**Measurement Criteria:** *Pass written, oral, and performance evaluations on handling hazardous materials.*

**Measurement Criteria:** *Train on medical, fire, environmental, technological, or other situations where hazardous materials are present.*

**Measurement Criteria:** *Perform practice exercises on proper procedures to handle hazardous materials.*

## Pathway Topic: Leadership and Teamwork

**Pathway KS Statement:** *Establish an institutional professional growth plan to develop team building and leadership skills.*

**Performance Element:** Perform individual and collective tasks to function within a group environment.

**Measurement Criteria:** *Identify one's position in the organization.*

**Measurement Criteria:** *Outline skills involved with one's position.*

**Measurement Criteria:** *Demonstrate the fundamentals of team building.*

**Measurement Criteria:** *Develop team-building skills with frequent supervisor feedback.*

**Measurement Criteria:** *Evaluate team-building and leadership skills during training exercises and actual emergencies.*

**Performance Element:** Demonstrate leadership qualities to assume a guiding role in a group environment.

**Measurement Criteria:** *Assume leadership roles when asked.*

**Measurement Criteria:** *Demonstrate leadership by showing an understanding of procedures while using critical thought.*

**Measurement Criteria:** *Demonstrate leadership that meets established criteria.*

**Measurement Criteria:** *Pass written and oral examinations on leadership performance encompassing technical and procedural knowledge.*

## Pathway Topic: Ethics and Legal Responsibilities

**Pathway KS Statement:** *List laws, ordinances, regulations, and organizational rules that define guidelines that govern emergency fire management.*

**Performance Element:** Learn laws, ordinances, regulations and organizational rules of conduct to perform assigned duties.

**Measurement Criteria:** *Pass tests on required laws and rules of conduct.*

**Measurement Criteria:** *Perform assigned duties while complying with laws, ordinances, regulations, and organizational rules.*

**Measurement Criteria:** *Establish location of copies of laws, ordinances, regulations, and organizational rules.*

**Measurement Criteria:** *Report violations of a legal or of an ethical nature through the proper chain of command.*

**Performance Element:** Establish and maintain a background of adherence to the law to demonstrate ethical conduct.

**Measurement Criteria:** *Limit involvement with the law and criminal court system to qualify for employment.*

**Measurement Criteria:** *Follow ethical conduct guidelines established by community standards.*

## Pathway Topic: Employability and Career Development

**Pathway KS Statement:** *Compare career fields for firefighter, emergency medical technicians, and Emergency Management Agency Personnel, and related careers to develop a personal perspective.*

**Performance Element:** List responsibilities of a beginning employee in emergency, fire, and emergency medical technician/first responder services career to understand the emotional and physical challenges of the fields.



## Pathway Topic: Employability and Career Development

**Measurement Criteria:** *Discuss career requirements contained within emergency, fire, and medic services pathway.*

**Measurement Criteria:** *Compare emergency and fire services careers with other career options.*

**Measurement Criteria:** *Assess one's own abilities to enter an emergency and fire services career.*

**Measurement Criteria:** *Outline a realistic career development plan.*

## Pathway Topic: Technical Skills

**Pathway KS Statement:** **Draw on response skills to handle emergency situations from minor medical and fire emergencies to area-wide incidents.**

**Performance Element:** **Apply critical thinking skills to perform in emergency response situations.**

**Measurement Criteria:** *Demonstrate basic emergency response knowledge and skills.*

**Measurement Criteria:** *Apply knowledge of emergency response with training subjects.*

**Measurement Criteria:** *Use critical thinking skills in addressing emergency situations.*

**Measurement Criteria:** *Pass written, oral, and practical application tests of emergency situations.*

**Performance Element:** **Enhance skills necessary to perform in emergency response situations.**

**Measurement Criteria:** *Train to maintain emergency response skills.*

**Measurement Criteria:** *Practice emergency response to maintain and upgrade abilities.*

**Measurement Criteria:** *Assess emergency response training performance based on established criteria.*

**Measurement Criteria:** *Create customized training plans.*

**Measurement Criteria:** *Implement training plan with qualified instructors.*

**Pathway KS Statement:** **Know operational and repair requirements to maintain equipment in an in-service condition for all emergencies.**

**Performance Element:** **Follow maintenance schedules to keep equipment ready for needed job assignments.**

**Measurement Criteria:** *Posses basic knowledge of emergency equipment and its use.*

**Measurement Criteria:** *Operate emergency equipment.*

**Measurement Criteria:** *Maintain emergency equipment.*

**Measurement Criteria:** *Follow maintenance plan cycle.*

**Measurement Criteria:** *Request maintenance assistance when needed.*

**Measurement Criteria:** *Repair then return defective equipment to service within established criteria.*

**Measurement Criteria:** *Follow equipment maintenance plan.*

**Measurement Criteria:** *Document equipment maintenance.*

**Measurement Criteria:** *Perform preventive maintenance and mitigation techniques.*

**Pathway KS Statement:** **Study equipment and applications to use fire service equipment correctly.**

**Performance Element:** **Identify a variety of equipment types to explain the**

## Pathway Topic: Technical Skills

application of types of ladder trucks.

**Measurement Criteria:** *Identify a snorkel truck.*

**Measurement Criteria:** *List uses of snorkel truck.*

**Measurement Criteria:** *Use snorkel truck correctly.*

**Measurement Criteria:** *Identify a tiller truck.*

**Measurement Criteria:** *List uses of tiller truck.*

**Measurement Criteria:** *Use tiller truck correctly.*

**Measurement Criteria:** *Identify a platform truck.*

**Measurement Criteria:** *List uses of platform truck.*

**Measurement Criteria:** *Use platform truck correctly.*

**Performance Element:** Identify a variety of pumpers to differentiate among types of pumper applications.

**Measurement Criteria:** *Identify a standard pumper.*

**Measurement Criteria:** *List uses of standard pumper.*

**Measurement Criteria:** *Use standard pumper correctly.*

**Measurement Criteria:** *Identify a quint pumper.*

**Measurement Criteria:** *List uses of quint pumper.*

**Measurement Criteria:** *Use quint pumper correctly.*

**Performance Element:** Study unit operational guidelines to understand the special units in the fire service and their purpose.

**Measurement Criteria:** *Identify a cascade unit.*

**Measurement Criteria:** *Explain purpose of cascade unit.*

**Measurement Criteria:** *Identify a light tower.*

**Measurement Criteria:** *Explain purpose of light tower.*

**Measurement Criteria:** *Identify a rescue unit.*

**Measurement Criteria:** *Explain purpose of rescue unit.*

**Measurement Criteria:** *Identify a command post.*

**Measurement Criteria:** *Explain purpose of command post.*

**Measurement Criteria:** *Identify a heavy rescue.*

**Measurement Criteria:** *Explain purpose of heavy rescue.*

**Measurement Criteria:** *Identify a brush truck.*

**Measurement Criteria:** *Explain purpose of a brush truck.*

**Pathway KS Statement:** Develop and implement an appropriate Incident Command System.

**Performance Element:** Define all elements of emergency scene evaluation to develop and implement an action plan.

**Measurement Criteria:** *Determine what is involved at fire scene that may have contributed to incident.*

**Measurement Criteria:** *Analyze fire scene for possible approaches.*

**Measurement Criteria:** *Notify appropriate agencies for support (i.e. electric company, gas, etc.).*

**Measurement Criteria:** *Formulate an action plan.*

**Measurement Criteria:** *Implement action plan.*

## Pathway Topic: Technical Skills

**Performance Element: Establish priorities to determine actions.**

**Measurement Criteria:** *Select appropriate action plan.*

**Measurement Criteria:** *Select equipment needed.*

**Measurement Criteria:** *Determine Mitigation effectiveness.*

**Measurement Criteria:** *Explain importance of establishing priorities.*

**Performance Element: Management of logistics procedures at incident.**

**Measurement Criteria:** *Identify each piece of equipment used.*

**Measurement Criteria:** *Return each piece of equipment to service.*

**Measurement Criteria:** *Fill out reports.*

**Pathway KS Statement: Know icons and codes required to recognize materials marked hazardous.**

**Performance Element: Identify and define shipping and storage documents.**

**Measurement Criteria:** *List general chemical manufacturers.*

**Measurement Criteria:** *List local chemical manufacturers.*

**Performance Element: Use appropriate reference literature to identify classifications and markings for hazardous materials.**

**Measurement Criteria:** *List the nine classifications of hazardous materials (haz/mat).*

**Measurement Criteria:** *Recognize the 704 marking system.*

**Measurement Criteria:** *Use the 704 marking system to identify haz/mat.*

**Measurement Criteria:** *Use the DOT handbook for haz/mat.*

**Measurement Criteria:** *Locate chemicals and identify their hazards.*

**Performance Element: Search available materials to list all types of Haz/mat responders.**

**Measurement Criteria:** *Differentiate among three levels of haz/mat certification (operations, technician, and specialist).*

**Measurement Criteria:** *Analyze privately owned and governmental based haz/mat clean-up teams.*

**Pathway KS Statement: Recognize hazardous materials transportation modes to assure safe transport.**

**Performance Element: Identify modes of transportation of hazardous materials.**

**Measurement Criteria:** *List all means of transportation.*

**Measurement Criteria:** *State the minimum pounds of hazardous materials that can be transported without being labeled.*

**Measurement Criteria:** *Explain the safety procedures required to transport selected haz/mat.*

**Measurement Criteria:** *Plan and designate haz/mat routes.*

**Pathway KS Statement: Practice public relations.**

**Performance Element: Examine facilities to implement a tour program.**

**Measurement Criteria:** *Develop a tour program.*

**Measurement Criteria:** *Handout materials to tour groups.*

**Performance Element: Develop a public relations program.**

**Measurement Criteria:** *Develop an elementary school program including fire*

## Pathway Topic: Technical Skills

*prevention and fire safety topics.*

**Measurement Criteria:** *Implement an elementary school program including fire prevention and fire safety topics.*

**Measurement Criteria:** *Develop a secondary school program including fire prevention and fire safety topics.*

**Measurement Criteria:** *Implement a secondary school program including fire prevention and fire safety topics.*

**Measurement Criteria:** *Participate in question and answer sessions to increase knowledge regarding fire safety and prevention.*

**Pathway KS Statement:** **Recognize situations with unusual needs to analyze special operation rescue teams.**

**Performance Element:** **Identify emergencies when special operations units/teams would be needed.**

**Measurement Criteria:** *Identify emergencies when a special operations team would be needed.*

**Measurement Criteria:** *Identify certifications needed.*

**Measurement Criteria:** *Identify appropriate gear.*

**Measurement Criteria:** *List components of special operations unit.*

## **PATHWAY: Security & Protective Services**

### **Pathway Topic: Communications**

**Pathway KS Statement:** *Apply active listening skills to obtain and clarify information provided in oral communications.*

**Performance Element:** Apply active listening skills in obtaining and clarifying information provided in oral communications.

**Measurement Criteria:** *Paraphrase and repeat information to confirm understanding.*

**Measurement Criteria:** *Record and summarize information in written notes.*

**Measurement Criteria:** *Ask questions to seek or confirm understanding.*

**Measurement Criteria:** *Contribute relevant comments to improve the presentation and discussion of information.*

**Performance Element:** Listen carefully to materials communicated orally to explain the meaning of technical concepts, knowledge and vocabulary, related to Security and Protective Services.

**Measurement Criteria:** *Following formal presentations, explain the meaning of technical concepts, knowledge and vocabulary.*

**Measurement Criteria:** *Explain the importance of word choice and particular phrases used in routine and emergency situations.*

**Measurement Criteria:** *Following informal discussions such as in meetings, explain the meaning of technical concepts, knowledge and vocabulary.*

**Performance Element:** Listen and speak effectively to contribute to group discussions and meetings.

**Measurement Criteria:** *Clarify purpose and goals of meetings and discussions.*

**Measurement Criteria:** *Take turns for others and show respect for others.*

**Measurement Criteria:** *Use active listening skills.*

**Measurement Criteria:** *Stay on subject and task.*

**Measurement Criteria:** *Summarize results of meeting including agreements and disagreements.*

**Pathway KS Statement:** *Demonstrate effective oral communication.*

**Performance Element:** Use verbal and oral communications skills to demonstrate academic preparation.

**Measurement Criteria:** *Demonstrate appropriate usage of grammar, diction, and sentence structure.*

**Measurement Criteria:** *Use references and quoted material properly.*

**Performance Element:** Deliver formal and extemporaneous presentations that demonstrate organizational strategy and delivery skill.

**Measurement Criteria:** *Communicate main ideas and supporting facts to achieve purpose of communication.*

**Measurement Criteria:** *Use visual aids and presentation technology to support formal presentations.*

**Measurement Criteria:** *Use proper organization and structure to achieve coherence.*

**Measurement Criteria:** *Use technical terms and concepts, related to security and protective services, correctly.*

**Measurement Criteria:** *Use correct grammar and sentence structure.*

## Pathway Topic: Communications

**Pathway KS Statement:** *Interpret non-verbal communication messages to discern facts from fabrication.*

**Performance Element:** Use visual and vocal cues to comprehend information received from body language, eye movement, voice tone, and voice inflection.

**Measurement Criteria:** *Interpret body language clues to discern facts from fabrication.*

**Measurement Criteria:** *Recognize eye movement clues that discern facts from fabrication.*

**Measurement Criteria:** *Listen to voice tone, speed, volume, and inflection to discern facts from fabrication.*

**Pathway KS Statement:** *Write accomplished materials to demonstrate specific academic writing strategies.*

**Performance Element:** Write coherent and focused texts that convey a well-reasoned argument to support a defined perspective.

**Measurement Criteria:** *Structure ideas and arguments in a persuasive and sophisticated manner supported with relevant examples.*

**Measurement Criteria:** *Develop materials by using critical research strategies.*

**Measurement Criteria:** *Use correct spelling and grammar.*

**Measurement Criteria:** *Use correct capitalization and punctuation.*

**Measurement Criteria:** *Use reference information effectively and accurately.*

**Measurement Criteria:** *Use tables, charts and graphs to support arguments and perspectives.*

**Performance Element:** Write correspondence, reports, and other documents to establish facts and explain situations and events.

**Measurement Criteria:** *Design letters that accomplish stated objective.*

**Measurement Criteria:** *Create a log of activities for a given project.*

**Measurement Criteria:** *Create progress reports that detail factual information.*

**Measurement Criteria:** *Write a variety of factual reports of specific incidents and observations.*

**Measurement Criteria:** *Understand the importance of written documentation from a management, legal and evidentiary perspective.*

## Pathway Topic: Problem Solving and Critical Thinking

**Pathway KS Statement:** *Use critical thinking and problem solving skills to formulate solutions to problems.*

**Performance Element:** Formulate ideas, proposals, and solutions to problems.

**Measurement Criteria:** *State the problem in clear terms.*

**Measurement Criteria:** *Research and analyze pertinent information.*

**Measurement Criteria:** *Identify possible causes.*

**Measurement Criteria:** *Develop and evaluate alternative solutions.*

**Measurement Criteria:** *Identify the best solution based on risks, costs, ethics, laws, benefits.*

**Measurement Criteria:** *Use persuasive techniques to advocate one alternative solution.*

**Performance Element:** Analyze and evaluate ideas, proposals, and solutions to problems.

## Pathway Topic: Problem Solving and Critical Thinking

**Measurement Criteria:** *Evaluate the underlying assumptions.*

**Measurement Criteria:** *Evaluate the logic and reasoning used to develop a solution.*

**Measurement Criteria:** *Formulate strategies used in common situations to inform, persuade, or entertain.*

**Measurement Criteria:** *Create arguments based on facts, laws, or regulations.*

**Measurement Criteria:** *Use parallel arguments to advocate two opposing solutions.*

**Pathway KS Statement:** **Use conflict resolution skills and knowledge to resolve conflicts among individuals.**

**Performance Element:** **Understand the basic origins of conflict and the needs that motivate behavior .**

**Measurement Criteria:** *Describe the basic psychological needs that motivate behavior (belonging, power, freedom, fun).*

**Measurement Criteria:** *Describe the role limited resources (time, money, property) play in generating conflict.*

**Measurement Criteria:** *Describe the role that different values play in generating conflict (beliefs, priorities, principles).*

**Measurement Criteria:** *Identify the primary motivators for conflict in given different conflict situations.*

**Performance Element:** **Understand the different responses to conflict to understand the results they normally generate.**

**Measurement Criteria:** *Describe the soft response approach (avoidance, compromise and accommodation) and the typical reasons for using that approach.*

**Measurement Criteria:** *Describe the hard response approach (force, threats aggression and anger), and the typical reasons for using that approach.*

**Measurement Criteria:** *Describe the principled responses approach (use of good communications skills, problem solving skills, and the ability to see the problem from more than one perspective), and the typical reasons for using that approach.*

**Measurement Criteria:** *Given different conflict situations and the ensuing responses to that conflict identify the type of response and the probable outcomes, as well as the types of motivators for the conflict.*

**Performance Element:** **Understand the different principled-centered conflict resolution processes to recognize conditions under which they can be used.**

**Measurement Criteria:** *Describe the negotiation process and how it is typically used.*

**Measurement Criteria:** *Describe the mediation process and how it is typically used.*

**Measurement Criteria:** *Describe the consensus (group) conflict resolution process and how it is typically used.*

**Measurement Criteria:** *Given certain scenarios or cases identify the conflict resolution process used and the pros and cons of using that process in those situations.*

**Performance Element:** **Understand the principle centered conflict resolution processes in order to employ its use in the workplace.**

**Measurement Criteria:** *Describe the essential elements of conflict resolution.*

## Pathway Topic: Problem Solving and Critical Thinking

**Measurement Criteria:** *Describe the abilities individuals should possess to use principle centered conflict resolution processes.*

**Measurement Criteria:** *Describe the basic steps for principle centered conflict resolution processes.*

**Measurement Criteria:** *Observe and critique the use of one or more principle centered conflict resolution processes.*

**Measurement Criteria:** *Use one or more principle-centered conflict resolution processes in role plays and/or actual situations.*

**Pathway KS Statement:** **Use critical thinking skills in teams to formulate solutions to problems.**

**Performance Element:** **Use team building skills to solve problems.**

**Measurement Criteria:** *Work with others to define problem.*

**Measurement Criteria:** *Share ideas, facts, information, and/or data with others.*

**Measurement Criteria:** *Participate in small or large group discussions.*

**Measurement Criteria:** *State selected solutions in a persuasive manner.*

**Measurement Criteria:** *Accept group decision even when different from personal solution alternative.*

**Measurement Criteria:** *Support implementation of group solution to problem.*

## Pathway Topic: Information Technology Applications

**Pathway KS Statement:** **Access, manage, integrate and create information to demonstrate information technology tools specific to Security and Protective Services.**

**Performance Element:** **Use word processing software to create documents and reports.**

**Measurement Criteria:** *Demonstrate basic keyboarding skills.*

**Measurement Criteria:** *Open, create and save documents.*

**Measurement Criteria:** *Enter, format and edit text.*

**Measurement Criteria:** *Design and format pages.*

**Measurement Criteria:** *Develop and insert tables.*

**Measurement Criteria:** *Print documents.*

**Performance Element:** **Apply software management skills to enter and retrieve data from databases.**

**Measurement Criteria:** *Enter data into databases w/o error.*

**Measurement Criteria:** *Retrieve data.*

**Measurement Criteria:** *Produce and print reports.*

**Performance Element:** **Apply software applications skills to create and use spreadsheets.**

**Measurement Criteria:** *Enter data into spreadsheet cells without error.*

**Measurement Criteria:** *Retrieve and list data in reports.*

**Measurement Criteria:** *Develop and use basic formulas.*

**Performance Element:** **Use presentation software to develop and make presentations.**

**Measurement Criteria:** *Open and save presentations.*

**Measurement Criteria:** *Design and format slides.*



## Pathway Topic: Information Technology Applications

**Measurement Criteria:** *Enter and edit text.*

**Measurement Criteria:** *Develop and insert figures and graphs.*

**Measurement Criteria:** *Print slides and handouts.*

**Measurement Criteria:** *Operate slide show.*

**Pathway KS Statement:** **Demonstrate the use of electronic communications networks.**

**Performance Element:** Use electronic mail.

**Measurement Criteria:** *Send messages.*

**Measurement Criteria:** *Access messages.*

**Measurement Criteria:** *Forward and print messages.*

**Measurement Criteria:** *Attach and transfer files.*

**Measurement Criteria:** *Access and file attached files.*

**Performance Element:** Use internet services to locate and retrieve information.

**Measurement Criteria:** *Locate information using search engines.*

**Measurement Criteria:** *Navigate web sites using software functions.*

**Measurement Criteria:** *Bookmark web addresses.*

**Measurement Criteria:** *Print and download information.*

## Pathway Topic: Systems

**Pathway KS Statement:** **Identify the differences between criminal justice systems and the security field.**

**Performance Element:** Research appropriate resources to identify the components of the criminal justice system.

**Measurement Criteria:** *List the components of the criminal justice system.*

**Measurement Criteria:** *Explain basic functions of each component.*

**Performance Element:** Research appropriate resources to identify the components of the security field.

**Measurement Criteria:** *List the components of the security field.*

**Measurement Criteria:** *Explain basic functions of each component.*

**Performance Element:** Identify differences between the security field and the law enforcement component of the criminal justice system.

**Measurement Criteria:** *Explain the difference in the basic approach between the security field and the law enforcement component of the criminal justice system (proactive vs. reactive).*

**Measurement Criteria:** *Explain the difference in authority and jurisdiction (e.g. arrest authority, what is enforced, warrants).*

**Measurement Criteria:** *Explain the differences in employment status (public or private security vs. law enforcement—public only).*

**Pathway KS Statement:** **Examine security systems to identify differences between proprietary and contract security operations.**

**Performance Element:** Explain proprietary security operations.

**Measurement Criteria:** *Identify characteristics of proprietary security operations.*

## Pathway Topic: Systems

**Measurement Criteria:** Give examples of proprietary security operations.

**Performance Element:** Provide examples to explain contract security operations.

**Measurement Criteria:** Identify characteristics of contract security operations.

**Measurement Criteria:** Give examples of contracting security operations.

**Performance Element:** Examine security systems to explain the relative advantages and disadvantages of proprietary and contract security operations.

**Measurement Criteria:** List advantages and disadvantages of proprietary security operations.

**Measurement Criteria:** List advantages and disadvantages of contract security operations.

**Measurement Criteria:** Given examples of security operations, identify those that are proprietary and those that are contracted.

**Pathway KS Statement:** Examine elements of security systems to develop the relationship between security operations and the criminal justice system.

**Performance Element:** Recall organizational knowledge to describe how security operations interface with and rely upon the components of the criminal justice system and vice versa.

**Measurement Criteria:** Relying on previously obtained knowledge of components in the criminal justice and security field, and given various scenarios and situations faced by those in the security field, identify one or more criminal justice components that would be involved.

**Measurement Criteria:** Describe the probable role(s) of the criminal justice components that would be involved.

**Measurement Criteria:** Relying on previously obtained knowledge of components in the criminal justice and security field, and given various scenarios faced by one or more criminal justice components, describe how someone in the security field might play an important role.

**Measurement Criteria:** Describe the probable role(s) of someone in the security field at the operational level given a certain situation or scenario that involves one or more components of the criminal justice system.

## Pathway Topic: Safety, Health and Environmental

**Pathway KS Statement:** Research available sources to acquire knowledge of the safety, health and environmental responsibilities of those in the security field.

**Performance Element:** Conduct an audit to identify workplace hazards to health, safety and the environment.

**Measurement Criteria:** Report on findings.

**Measurement Criteria:** Identify and describe typical workplace health hazards.

**Measurement Criteria:** Identify and describe typical workplace safety hazards.

**Measurement Criteria:** Identify and describe typical workplace environmental hazards.

**Performance Element:** Inspect workplace to identify potential workplace health,

## Pathway Topic: Safety, Health and Environmental

safety and environmental problems.

**Measurement Criteria:** *Perform regular audits and inspections find potential problems.*

**Measurement Criteria:** *Document inspections and submit reports.*

**Performance Element:** **Ask appropriate questions and document findings to investigate accidents and related incidents.**

**Measurement Criteria:** *Interview those involved in incident using effective communications skills.*

**Measurement Criteria:** *Secure and document observations of incident scene.*

**Measurement Criteria:** *Document information on incident using writing skills.*

**Performance Element:** **Learn the issues and problems associated with hazardous materials.**

**Measurement Criteria:** *Define the term hazardous material.*

**Measurement Criteria:** *Describe the effects of hazardous material events on society.*

**Measurement Criteria:** *Identify the concepts of toxicology.*

**Measurement Criteria:** *Obtain local information about transporting hazardous material and report on findings.*

**Measurement Criteria:** *Outline a typical Incident Management System.*

**Pathway KS Statement:** **Learn basic first aid and CPR in order to apply those skills as needed in the workplace.**

**Performance Element:** **Use basic first aid to manage an emergency.**

**Measurement Criteria:** *Demonstrate emergency procedures to control bleeding.*

**Measurement Criteria:** *Demonstrate emergency procedures for burns.*

**Measurement Criteria:** *Demonstrate emergency procedures for treatment of shock.*

**Measurement Criteria:** *Demonstrate emergency procedures for broken bones and severe sprains.*

**Measurement Criteria:** *Explain emergency procedures for poisoning.*

**Measurement Criteria:** *Explain emergency treatment for heat and cold exposure.*

**Performance Element:** **Use CPR techniques to manage an emergency.**

**Measurement Criteria:** *Describe the signs and symptoms that indicate CPR is needed.*

**Measurement Criteria:** *Describe the techniques for CPR in different situations.*

**Measurement Criteria:** *Explain when it is legal to discontinue CPR.*

**Measurement Criteria:** *Become certified in adult, child and infant CPR.*

## Pathway Topic: Leadership and Teamwork

**Pathway KS Statement:** **Demonstrate the knowledge and skills to collaborate in projects and work activities.**

**Performance Element:** **Exercise people skills to provide group leadership.**

**Measurement Criteria:** *Work with others to gain commitment to team goals.*

**Measurement Criteria:** *Lead by example.*

**Measurement Criteria:** *Promote full involvement and use of team members.*

**Measurement Criteria:** *Distribute workload and responsibility along with accountability fairly.*

**Performance Element:** **Exercise adaptive and interpersonal skills to collaborate with**

## Pathway Topic: Leadership and Teamwork

others.

**Measurement Criteria:** *Identify general roles of effective group/team members.*

**Measurement Criteria:** *Treat group members with respect.*

**Measurement Criteria:** *Demonstrate commitment to team goals.*

**Measurement Criteria:** *Adapt effectively to changes in work objectives or processes.*

**Measurement Criteria:** *Provide constructive praise and criticism.*

**Measurement Criteria:** *Use conflict resolution skills.*

**Measurement Criteria:** *Use problem solving and planning skills.*

**Measurement Criteria:** *Manage stress and control emotions.*

**Performance Element:** **Lead and conduct meetings.**

**Measurement Criteria:** *Develop meeting objectives and agenda.*

**Measurement Criteria:** *Assign responsibilities for preparing materials and leading discussions.*

**Measurement Criteria:** *Assemble and distribute meeting materials.*

**Measurement Criteria:** *Attend scheduled meetings on time.*

**Measurement Criteria:** *Review objectives and time frames with meeting attendees.*

**Measurement Criteria:** *Use effective communications skills.*

**Measurement Criteria:** *Review meeting accomplishments and agreements reached.*

**Measurement Criteria:** *Produce a report/minutes of the meeting.*

## Pathway Topic: Ethics and Legal Responsibilities

**Pathway KS Statement:** **Identify laws relevant to the Security and Protective Services Area.**

**Performance Element:** **Present appropriate examples to recognize the difference between civil and criminal law.**

**Measurement Criteria:** *Give examples of criminal law.*

**Measurement Criteria:** *Give examples of civil law.*

**Measurement Criteria:** *Explain the differences between the two types of laws.*

**Performance Element:** **Reference appropriate constitutional amendments to delineate the connection between Constitutional Law and private security.**

**Measurement Criteria:** *List the constitutional amendments affecting private security.*

**Measurement Criteria:** *Explain how the Bill of Rights affects private security.*

**Measurement Criteria:** *Give specific examples to show how private security operations are affected by the Bill of Rights.*

**Performance Element:** **Examine federal, state and local laws to demonstrate how federal, state and local laws and regulations affect private security operations.**

**Measurement Criteria:** *Explain how federal, state and local laws and regulations affect private security.*

**Measurement Criteria:** *Give specific examples to show how private security operations are affected by one or more federal, state and local laws.*

**Measurement Criteria:** *Given certain security situations identify the laws and regulations that would affect how the private security operation would handle that situation.*

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *Discuss the relevance of administrative law and the impact of regulatory agencies on corporate operations and security.*

**Performance Element:** **Examine federal, state and local laws to demonstrate how federal, state and local laws and regulations affect government security operations.**

**Measurement Criteria:** *Explain how federal, state and local laws and regulations affect government security.*

**Measurement Criteria:** *Give specific examples to show how government security operations are affected by one or more federal, state and/or local laws.*

**Measurement Criteria:** *Given certain security situations, identify the laws and regulations that would affect how the government security operation would handle that situation.*

**Performance Element:** **Research juvenile law to demonstrate an understanding of how juvenile laws affect private security operations.**

**Measurement Criteria:** *Explain how juvenile laws affect private security.*

**Measurement Criteria:** *Give specific examples to show how private security operations are affected by one or more juvenile laws.*

**Pathway KS Statement:** **Apply ethical and legal reasoning to different workplace situations in private security.**

**Performance Element:** **Examine alternatives to pinpoint differences in ethical and legal responsibilities.**

**Measurement Criteria:** *Differentiate between ethical and legal responsibilities in different roles and functions.*

**Measurement Criteria:** *Evaluate alternative responses in private security situations based on legal responsibilities and employer policies.*

**Measurement Criteria:** *Evaluate alternative responses in private security situations based on ethical responsibilities.*

**Measurement Criteria:** *Determine and explain the most appropriate response to specific private security situations based on legal and ethical considerations.*

**Pathway KS Statement:** **Identify strategies for individuals and organizations to respond to unethical and illegal actions in different workplace situations.**

**Performance Element:** **Identify and explain alternative strategies for individuals to respond to unethical and illegal actions in different workplace situations.**

**Measurement Criteria:** *Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by individuals.*

**Measurement Criteria:** *Evaluate alternative responses in private security situations to unethical and illegal actions by individuals and select best approach and justify that selection.*

**Performance Element:** **Identify and explain alternative strategies for organization to respond to unethical and illegal actions in different workplace situations.**

**Measurement Criteria:** *Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by organizations.*

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *Evaluate alternative responses in private security situations to unethical and illegal actions by organizations and select best approach and justify that selection.*

## Pathway Topic: Employability and Career Development

**Pathway KS Statement:** **Demonstrate knowledge of the different career options and their career paths in the Security and Protective Services career fields.**

**Performance Element:** **Locate and list career options and requirements for succeeding in the career field of Security and Protective Services.**

**Measurement Criteria:** *Identify the primary career tracks in the security field.*

**Measurement Criteria:** *List progressively likely positions as one progresses up one or more career tracks or ladders.*

**Measurement Criteria:** *Identify education and industry credentialing requirements in the security field.*

**Measurement Criteria:** *Interview and prepare a report on the career progression of one or more professional in the Security and Protective Services field.*

**Performance Element:** **Match interests, abilities and preferences to career opportunities.**

**Measurement Criteria:** *Identify interests, abilities and preferences related to careers through a variety of assessment methods.*

**Measurement Criteria:** *Select one or more preferred career tracks and outline the requirements for them.*

**Measurement Criteria:** *Develop a career plan which lists education, skill and knowledge requirements.*

**Pathway KS Statement:** **Demonstrate knowledge and skills required to seek, apply for and accept employment.**

**Performance Element:** **Employ effective search methods to locate and assess job opportunities.**

**Measurement Criteria:** *Based on a projected personal budget, estimate the salary one would need to live on, within that budget.*

**Measurement Criteria:** *Research and locate job opportunities that offer the estimated required salary.*

**Measurement Criteria:** *Evaluate and compare compensation packages.*

**Measurement Criteria:** *Determine job requirements of identified opportunities.*

**Measurement Criteria:** *Write a report that outlines the possible career progression for the identified job opportunities including training, advancement opportunities and professional networking possibilities.*

**Measurement Criteria:** *Prepare a resume and a job application letter.*

**Measurement Criteria:** *Complete job application forms.*

**Measurement Criteria:** *Participate in a job interview using communication skills and technical knowledge of the career area.*

**Measurement Criteria:** *Write interview follow-up letters.*

## Pathway Topic: Employability and Career Development

**Measurement Criteria:** *Write acceptance letters.*

**Measurement Criteria:** *Complete employment forms.*

**Pathway KS Statement:** **Identify and demonstrate positive work behaviors and personal qualities to match those typically required in the Security and Protective Services career fields.**

**Performance Element:** Identify the positive work behaviors and personal qualities needed to fulfill those elements typically required in the Security and Protective Services career fields.

**Measurement Criteria:** *Use employee handbooks and company employee regulations to list essential behaviors and requirements of employees in Security and Protective Services.*

**Measurement Criteria:** *Interview one or more employees.*

**Measurement Criteria:** *Write a report on the interviewees required behaviors and personal qualities.*

**Measurement Criteria:** *Prioritize expected/required behaviors.*

**Measurement Criteria:** *Explain why some behaviors are more important than other behaviors.*

**Performance Element:** Demonstrate positive work behaviors and personal qualities to match those typically required in the Security and Protective Services career fields.

**Measurement Criteria:** *Demonstrate regular attendance.*

**Measurement Criteria:** *Follow dress and appearance standards.*

**Measurement Criteria:** *Demonstrate effort and initiative.*

**Measurement Criteria:** *Demonstrate leadership and teamwork.*

**Measurement Criteria:** *Demonstrate the willingness to learn.*

**Measurement Criteria:** *Take responsibility for actions and decisions.*

**Measurement Criteria:** *Act ethically and legally.*

## Pathway Topic: Technical Skills

**Pathway KS Statement:** **Examine varied prevention approaches to understand basic crime prevention and security strategies of a security officer and a security specialist.**

**Performance Element:** Explain the “crime triangle” to show how it relates to prevention approaches.

**Measurement Criteria:** *Identify the three elements of the “crime triangle” (motive, opportunity, and capability).*

**Measurement Criteria:** *Explain the importance of the “crime triangle” concept from a crime prevention perspective.*

**Performance Element:** Apply the “four D’s” concept to form the general basis for security strategies.

**Measurement Criteria:** *Identify the “four D’s” of security and crime prevention (deter, delay, detect, deny).*

**Measurement Criteria:** *Give an example of how each of the “four D’s” can be used to prevent a crime from being successfully completed.*

**Performance Element:** Explain the concept of “Crime Prevention Through Environmental Design” (CPTED) and how it can be used to enhance security.

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Identify and explain the key elements of CPTED (territoriality, defensible space, and natural surveillance).*

**Measurement Criteria:** *Give three examples of how CPTED can be applied to a school campus.*

**Measurement Criteria:** *Explain the two most important benefits of using CPTED.*

### **Pathway KS Statement: Explain how “risk management” can apply to security functions of a security officer and a security specialist.**

**Performance Element: Understand the concept of threats in order to define the three “sources” of threats and give examples of each.**

**Measurement Criteria:** *Define “threat” from a security perspective.*

**Measurement Criteria:** *Describe the three “sources” of threats: natural, intentional and unintentional.*

**Measurement Criteria:** *Given a list of threats, correctly assign them to one of the three “source” categories.*

**Performance Element: Understand the concept of vulnerabilities in order to give examples of physical, procedural and electronic vulnerabilities.**

**Measurement Criteria:** *Define “vulnerability” from a security perspective.*

**Measurement Criteria:** *Describe the physical, procedural and electronic vulnerabilities.*

**Measurement Criteria:** *Describe the types and techniques of vulnerability assessments.*

**Measurement Criteria:** *Discuss the importance of documenting vulnerabilities and demonstrate the ability to prepare vulnerability reports.*

**Measurement Criteria:** *Prepare vulnerability reports.*

**Performance Element: Understand the concept of risk management in order to appreciate its purpose and methods.**

**Measurement Criteria:** *Describe “risk management” strategies (risk spreading, risk transfer, risk reduction, risk acceptance and risk avoidance) from a security perspective.*

**Measurement Criteria:** *Describe the concept of “impact” as it pertains to risk management.*

**Measurement Criteria:** *Discuss various ways to evaluate risk including “probability,” “capability” and “loss expectancy.”*

**Measurement Criteria:** *Demonstrate the ability to conduct a simple risk analysis.*

**Measurement Criteria:** *Present a prioritized list of risks for a given situation.*

**Measurement Criteria:** *Relate the results of a risk analysis to security countermeasures.*

**Measurement Criteria:** *Describe the basic categories of security countermeasures including physical, procedural, personnel and technical.*

**Measurement Criteria:** *Discuss the appropriateness and cost-benefit of common security countermeasures in various situations.*

### **Pathway KS Statement: Describe the importance of good public relation techniques in performing the security function as a security officer and security specialist.**

**Performance Element: Describe the relationship between public relations and the**



## Pathway Topic: Technical Skills

security function related to public relations techniques.

**Measurement Criteria:** *Describe the use of public relations avenues to communicate information of importance to security concerns.*

**Measurement Criteria:** *Discuss the primary role of the public relations function and how it can support or aggravate security objectives.*

**Measurement Criteria:** *Describe the circumstances under which security officers might need to deal with members of the news media and/or high-profile visitors or officials.*

**Measurement Criteria:** *Demonstrate basic techniques for dealing with the media and high-profile visitors or officials.*

**Performance Element:** **Define the nature and importance of a “customer service” approach as it applies to the security function.**

**Measurement Criteria:** *Discuss the concept of “customer service” in a general sense as it relates to the duties of a security officer and a security specialist.*

**Measurement Criteria:** *Discuss how “customer service” can be applied by security officers and security specialists.*

**Measurement Criteria:** *Describe how a “customer service” approach can enhance the effectiveness of the security function.*

**Measurement Criteria:** *Provide examples of the “customer service” concept supporting security objectives.*

## **Pathway KS Statement: Demonstrate a basic understanding of security systems as a security officer and as a security specialist.**

**Performance Element:** **Demonstrate an understanding of access control and screening systems.**

**Measurement Criteria:** *Explain the purposes of an access control system.*

**Measurement Criteria:** *Identify four types of access control systems.*

**Measurement Criteria:** *Identify four types of biometric access control systems.*

**Measurement Criteria:** *Identify three types of screening technology.*

**Performance Element:** **Demonstrate an understanding of electronic surveillance systems.**

**Measurement Criteria:** *Identify the basic components of a closed circuit television (CCTV) system.*

**Measurement Criteria:** *Explain the types of auxiliary components used with CCTV systems and the circumstances under which they would be used.*

**Performance Element:** **Demonstrate an understanding of intrusion detection systems (IDS).**

**Measurement Criteria:** *Identify the basic components of an IDS.*

**Measurement Criteria:** *Identify the five potential layers in a high-security IDS.*

**Measurement Criteria:** *Identify three types of interior sensors and three types of exterior sensors.*

**Measurement Criteria:** *Explain how three types of interior sensors and three types of exterior sensors are used.*

**Performance Element:** **Demonstrate an understanding of barrier, key and lock**

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systems.

**Measurement Criteria:** *Identify the two primary types of barriers and give examples of each.*

**Measurement Criteria:** *Identify the characteristics of security fencing.*

**Measurement Criteria:** *Identify four types of locks.*

**Measurement Criteria:** *Identify the elements of an effective key control system.*

**Performance Element:** **Demonstrate an understanding of protective lighting systems.**

**Measurement Criteria:** *Identify the two primary types of protective lighting.*

**Measurement Criteria:** *Explain three of the basic principles used in protective lighting systems.*

**Measurement Criteria:** *Identify four types of light sources.*

**Measurement Criteria:** *List the advantages and disadvantages of each type of lighting system.*

**Performance Element:** **Demonstrate an understanding of communications and monitoring systems.**

**Measurement Criteria:** *Identify four types of security communications systems.*

**Measurement Criteria:** *Identify the types of systems typically monitored at a security control center.*

**Pathway KS Statement:** **Demonstrate an understanding of terrorism as it relates to the duties of a security officer and a security specialist.**

**Performance Element:** **Demonstrate an awareness of terrorism as a criminal act.**

**Measurement Criteria:** *Explain what is meant by "terrorism."*

**Measurement Criteria:** *Explain how a terrorist act differs from other criminal acts.*

**Measurement Criteria:** *Identify three objectives terrorists may try to achieve in carrying out their attacks.*

**Performance Element:** **Examine ways and means of terrorism to demonstrate an awareness of terrorist tactics.**

**Measurement Criteria:** *Explain the three categories into which domestic terrorist groups are normally divided.*

**Measurement Criteria:** *Identify five of the tactics frequently used by terrorists.*

**Measurement Criteria:** *Explain what is meant by "weapons of mass destruction" or WMD.*

**Performance Element:** **Identify counter terrorism measures to demonstrate an awareness of transportation security activities.**

**Measurement Criteria:** *Identify four countermeasures employed in aviation security operations.*

**Measurement Criteria:** *Identify four countermeasures employed in maritime security operations.*

**Measurement Criteria:** *Identify countermeasures that may be employed in protecting other modes of transportation (rail, highway, pipeline, transit, etc.).*

**Pathway KS Statement:** **Apply basic management principles to the security function as a security officer.**

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**Performance Element: Delineate areas of responsibility to Identify the two key elements of security force management.**

**Measurement Criteria:** *Explain the “organizing” responsibilities of a security supervisor.*

**Measurement Criteria:** *Explain the “supervising” responsibilities of a security supervisor.*

**Measurement Criteria:** *Explain the difference between “organizing” and “supervising” responsibilities.*

**Performance Element: Examine organizational structures to describe three issues related to organizing the security function.**

**Measurement Criteria:** *Define and compare horizontal and vertical organizations.*

**Measurement Criteria:** *Describe the pros and cons of each type of organization.*

**Measurement Criteria:** *List the factors that need to be considered in determining how many security officers to assign for a given task.*

**Measurement Criteria:** *List the factors that need to be considered in determining whether fixed posts or roving patrols should be used in a given situation.*

**Performance Element: Examine management issues in supervising security force team members.**

**Measurement Criteria:** *Discuss basic qualifications and training needs for security officers.*

**Measurement Criteria:** *Discuss licensing requirements for security officers.*

**Measurement Criteria:** *Discuss advancement opportunities for security officers.*

**Measurement Criteria:** *Discuss leadership and motivation techniques that can be used in the security industry.*

**Measurement Criteria:** *Discuss diversity and inter-personal relationship issues as they apply to teamwork in the security industry.*

**Pathway KS Statement: Demonstrate an understanding of basic incident response procedures of a security officer.**

**Performance Element: Demonstrate an awareness of fire detection and response techniques.**

**Measurement Criteria:** *Identify the four elements necessary for a fire to exist.*

**Measurement Criteria:** *Identify the four categories of fires.*

**Measurement Criteria:** *Identify three types of fire extinguishers.*

**Measurement Criteria:** *Identify three "signals" indicating potential fire hazards.*

**Measurement Criteria:** *Explain the actions to be taken upon discovering a fire.*

**Performance Element: Demonstrate an awareness of actions to be taken in a bomb incident.**

**Measurement Criteria:** *Identify the three types of bomb incidents.*

**Measurement Criteria:** *Explain the actions to be taken by someone who receives a bomb threat.*

**Measurement Criteria:** *Identify the possible responses upon receipt of a bomb threat.*

**Measurement Criteria:** *Explain the actions to be taken upon discovery of an actual or suspected explosive device.*

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**Measurement Criteria:** *Explain the sequence in which a building should be searched.*

**Performance Element:** **Demonstrate an awareness of actions in a hazardous material (HAZMAT) incident.**

**Measurement Criteria:** *Explain what is meant by a "hazardous material" or HAZMAT.*

**Measurement Criteria:** *Give four examples of HAZMAT.*

**Measurement Criteria:** *Explain the actions to be taken upon discovering a HAZMAT incident.*

**Performance Element:** **Demonstrate an awareness of actions in the event of an intrusion.**

**Measurement Criteria:** *Identify three indicators that a building intrusion has occurred.*

**Measurement Criteria:** *Explain the actions to be taken upon discovering an intrusion.*

**Performance Element:** **Understand conflict and the use of force to apply basic crisis intervention techniques used in security operations.**

**Measurement Criteria:** *Describe the reasons that security officers in particular may need to deal with people who are angry, unpleasant or emotionally disturbed.*

**Measurement Criteria:** *Identify the primary indications of anger in a person.*

**Measurement Criteria:** *Identify basic conflict resolution techniques.*

**Measurement Criteria:** *Describe the best means to avoid escalating a potentially violent situation.*

**Measurement Criteria:** *Discuss situations where the use of force might be appropriate.*

**Measurement Criteria:** *Discuss how force should be applied in a deliberate and sequential manner.*

**Measurement Criteria:** *Discuss the legal implications of using force while performing a security function.*

**Performance Element:** **Understand the role of security officers in dealing with medical emergencies.**

**Measurement Criteria:** *Describe the circumstances under which security officers might encounter medical emergencies.*

**Measurement Criteria:** *Identify the roles of key players in medical emergencies including Emergency Medical Services personnel, other medical personnel, law enforcement officials and bystanders.*

**Measurement Criteria:** *Identify the steps that security officers should take to attend to medical emergencies when they are the first responder.*

**Measurement Criteria:** *Identify the steps that security officers should take to attend to medical emergencies when they arrive on the scene subsequent to others.*

**Measurement Criteria:** *Demonstrate knowledge of immediate action to take in life-threatening medical situations.*

**Measurement Criteria:** *Discuss the legal implications of responding to medical emergencies.*

**Performance Element:** **Recognize dangers associated with a utility outage to understand the role of security officers in dealing with a utility outage.**

**Measurement Criteria:** *Describe the circumstances under which security officers*

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*might encounter utility outages or emergencies including power outage, environmental control malfunctions, water outage and telecommunications outage.*

**Measurement Criteria:** *Demonstrate knowledge of immediate action to take during utility outages and emergencies.*

**Measurement Criteria:** *Identify the subsequent steps that security officers should take to attend to utility outages and emergencies.*

**Measurement Criteria:** *Develop sample contingency plans for one type of utility outage/emergency.*

**Performance Element:** **Examine procedures for protecting and managing evidence to understand the role of security officers in dealing with crime scenes.**

**Measurement Criteria:** *Describe the circumstances under which security officers might encounter crime scenes and be able to recognize those situations.*

**Measurement Criteria:** *Identify the roles of key players in crime scene processing including Emergency Medical Services personnel, law enforcement officials and bystanders.*

**Measurement Criteria:** *Describe the steps that security officers should take to assist in crime scene identification, protection and processing.*

**Measurement Criteria:** *Demonstrate understanding of basic crime scene processing techniques, evidence collection and evidence preservation.*

**Pathway KS Statement:** **Demonstrate an understanding of selected security operations as a security officer.**

**Performance Element:** **Demonstrate an awareness of patrol procedures.**

**Measurement Criteria:** *Identify four purposes of patrol procedures.*

**Measurement Criteria:** *Explain four principles of patrol operations.*

**Performance Element:** **Demonstrate an awareness of fixed-post procedures.**

**Measurement Criteria:** *Identify three purposes of fixed posts.*

**Measurement Criteria:** *Explain five principles of fixed-post operations.*

**Performance Element:** **Demonstrate an awareness of traffic control procedures.**

**Measurement Criteria:** *Identify three situations in which you may be called upon to provide traffic control.*

**Measurement Criteria:** *Explain four of the basic principles involved in effective traffic control.*

**Measurement Criteria:** *Demonstrate basic hand and arm signals.*

**Performance Element:** **Demonstrate an awareness of crowd control procedures.**

**Measurement Criteria:** *Identify four types of crowds.*

**Measurement Criteria:** *Identify three reasons for the formation of crowds.*

**Measurement Criteria:** *Identify four of the psychological factors in crowd behavior.*

**Measurement Criteria:** *Explain five of the techniques that can be used in dealing with a hostile or potentially hostile crowd.*

**Pathway KS Statement:** **Differentiate between government and commercial needs to define the principles of personnel security in both government and commercial settings as a security specialist.**

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**Performance Element:** Identify the elements of personnel security and primary methods to implement it.

**Measurement Criteria:** *Describe the need for personnel security in both government and commercial settings.*

**Measurement Criteria:** *Give examples of “internal” threats to a company, organization or government agency.*

**Measurement Criteria:** *Describe the basic steps in applicant screening and pre-employment background investigations.*

**Measurement Criteria:** *Discuss legal issues surrounding applicant screening and background investigations.*

**Measurement Criteria:** *Discuss the role of the human resources office (or equivalent) in personnel security.*

**Measurement Criteria:** *Describe the ongoing personnel security responsibilities in both government and commercial settings.*

**Pathway KS Statement:** **Understand the purpose and basic techniques involved in security-related investigations in the business setting as a security specialist.**

**Performance Element:** Examine types and techniques of investigations in order to apply them in a business setting.

**Measurement Criteria:** *Explain the purpose of an investigation.*

**Measurement Criteria:** *Describe the types of investigations that generally are conducted in a business setting.*

**Measurement Criteria:** *List the factors in determining who should conduct a particular investigation based on jurisdiction and nature.*

**Measurement Criteria:** *List the basic steps in an investigation and why each is important to the outcome.*

**Measurement Criteria:** *Explain how investigative results are used for both immediate and future needs.*

**Pathway KS Statement:** **Examine relations with significant other organizations to define the concept of liaison and its role in security operations as a security specialist.**

**Performance Element:** Identify the advantages of developing mutually beneficial relationships with other agencies, and the techniques for helping ensure the liaison is effective.

**Measurement Criteria:** *Define “liaison” as it applies to the security function.*

**Measurement Criteria:** *Explain why liaison is important in security operations.*

**Measurement Criteria:** *Give examples of organizations with which liaison relationships are important including public agencies, internal departments and other organizations.*

**Pathway KS Statement:** **Demonstrate an understanding of “sensitive information,” and the need and techniques for protecting sensitive information as a security specialist.**

**Performance Element:** Define “sensitive information” to develop various ways to identify it.

**Measurement Criteria:**

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*Discuss the concept of “privacy” and why it is important.*

**Measurement Criteria:** *Explain why particular information might be “sensitive” to a company, organization or government agency.*

**Measurement Criteria:** *Discuss the threat of industrial and international espionage.*

**Measurement Criteria:** *Discuss different ways in which “sensitive information” is identified including “proprietary,” “intellectual property,” “classified,” trade secret,” “copyright” and others, and the laws that are designed to protect these types of information.*

**Measurement Criteria:** *Describe the primary techniques to protect sensitive information.*

**Pathway KS Statement:** **Demonstrate an understanding of threats to information technology systems and basic security measures that can reduce the threat as a security specialist.**

**Performance Element:** **Identify the most common threats to information technology (IT) systems in government and commercial settings to set up controls for protection.**

**Measurement Criteria:** *Explain the uses of information technology systems (for example, computers, telecommunications systems, reproduction systems, digital imaging and wireless technologies) in business and government settings.*

**Measurement Criteria:** *List the primary types of IT security threats (both cyber and traditional) facing personal computers, workstations and networks - both hardware and software.*

**Measurement Criteria:** *Give examples of security measures that can protect against the most common threats identified for IT.*

**Measurement Criteria:** *Discuss the role of the security specialist in IT systems security, and identify other departments, agencies or specialists having a key role.*

**Pathway KS Statement:** **Explain the importance and contents of initial and follow-on security training for employees of an organization as a security specialist.**

**Performance Element:** **Examine needs and challenges to the purpose and importance of security training programs in both business and governmental settings.**

**Measurement Criteria:** *Explain the value of employee security training programs for new employees.*

**Measurement Criteria:** *Explain the need for continuing, periodic security training.*

**Measurement Criteria:** *Discuss the challenges in delivering effective security training programs.*

**Performance Element:** **Access responsible sources to identify the components of an effective security-training program.**

**Measurement Criteria:** *Identify topics that should be included in a general security awareness program for employees or facility occupants (e.g., students on a campus).*

**Measurement Criteria:** *List sources for information that can be included in security training programs.*

**Measurement Criteria:** *Identify some specialized security topics that should be*

## Pathway Topic: Technical Skills

*included in employee training programs under certain circumstances or in certain settings.*

**Pathway KS Statement:** **Demonstrate an understanding of security survey, inspection, and exercise activities of a security specialist.**

**Performance Element:** Differentiate between inspection and survey types to demonstrate an awareness of security surveys and inspections.

**Measurement Criteria:** *Explain the difference between a survey and an inspection.*

**Measurement Criteria:** *Describe the four types of security surveys.*

**Measurement Criteria:** *Explain four of the techniques normally used in conducting a survey.*

**Measurement Criteria:** *Explain the advantages and disadvantages of using checklists in conducting surveys and inspections.*

**Performance Element:** Demonstrate an awareness of security exercises.

**Measurement Criteria:** *Identify four types of security exercises.*

**Measurement Criteria:** *Identify five areas that can be evaluated in a security exercise.*

**Measurement Criteria:** *Explain the safety issues involved in planning and conducting security exercises.*



## **PATHWAY: Law Enforcement Services**

### **Pathway Topic: Communications**

**Pathway KS Statement:** *Interpret body language and gestures to demonstrate the use of interpersonal communication.*

**Performance Element:** Observe expressions and gestures to interpret verbal and nonverbal communication.

**Measurement Criteria:** *Interpret eye contact, facial expressions, and body positioning.*

**Measurement Criteria:** *Interpret gestures.*

**Measurement Criteria:** *Provide feedback to the message received.*

**Measurement Criteria:** *Demonstrate active listening skills.*

**Performance Element:** Interpret voice quality and delivery to interpret verbal communication.

**Measurement Criteria:** *Receive and provide feedback to verbal communications.*

**Measurement Criteria:** *Analyze messages based on the combination of pitch, tone, and wording.*

**Measurement Criteria:** *Provide correct feedback to sender.*

**Pathway KS Statement:** *Use field-note taking and report-writing skills to complete police incident reports.*

**Performance Element:** Use clear, concise and legible entries from police incidents to prepare required data and submit an appropriate report.

**Measurement Criteria:** *List three purposes for use of an officer's field notes.*

**Measurement Criteria:** *List six one-word questions that should be answered when developing field notes.*

**Measurement Criteria:** *Solicit the appropriate information for a police incident.*

**Measurement Criteria:** *Fill out the appropriate forms to report a police incident.*

**Measurement Criteria:** *Explain the four uses of law enforcement reports.*

**Measurement Criteria:** *Differentiate among an initial report, a continuation report, and a supplemental report.*

**Measurement Criteria:** *Write a narrative using passive tense and active tense.*

**Measurement Criteria:** *Write a narrative using the third person and the first person.*

**Measurement Criteria:** *Spell common words used in police reports.*

**Measurement Criteria:** *Explain the need for accurate documentation for field.*

**Pathway KS Statement:** *Use various equipment in a dispatch center to demonstrate the ability to communicate clearly and effectively.*

**Performance Element:** Operate radio systems to demonstrate command of radio communications.

**Measurement Criteria:** *Operate a mobile radio system.*

**Measurement Criteria:** *Operate a hand-held radio system.*

**Measurement Criteria:** *Conduct radio communication traffic.*

**Measurement Criteria:** *Maintain radio contact while operating a motor vehicle.*

**Performance Element:** Operate mobile data communication equipment to send and receive data.

**Measurement Criteria:** *Send data information over the mobile data terminal.*

**Measurement Criteria:** *Retrieve data information from the mobile data terminal.*

## Pathway Topic: Communications

**Measurement Criteria:** Disseminate data to multiple mobile units via the mobile data terminal.

**Measurement Criteria:** Operate the mobile data terminal while operating a motor vehicle.

**Performance Element:** Use a telephone to demonstrate clear and effective use of telephonic communications.

**Measurement Criteria:** Operate a telephone to provide information in a clear and concise manner.

**Measurement Criteria:** Obtain information from the dispatch center with a telephone.

**Measurement Criteria:** Evaluate appropriate time and conditions to use telephonic communications.

## Pathway KS Statement: Apply anger management techniques to resolve conflicts and reduce anger.

**Performance Element:** Use conflict and anger management procedures to take charge of problems.

**Measurement Criteria:** Identify techniques managing conflict between people.

**Measurement Criteria:** Identify techniques to reduce anger.

**Measurement Criteria:** Identify sources and common responses to conflict.

**Measurement Criteria:** Distinguish between passive, aggressive and assertive behavior.

**Measurement Criteria:** Describe how body language plays a role in interacting with others.

**Measurement Criteria:** Identify ten categories of difficult people.

**Measurement Criteria:** Use communication strategies to deal with each category of difficult people.

**Measurement Criteria:** Identify factors that can contribute to a person's hostility.

**Measurement Criteria:** Discuss how anger and work go together.

**Measurement Criteria:** Discuss predictable factors that signal potential conflict.

**Measurement Criteria:** Identify and discuss the sequence of anger.

**Measurement Criteria:** Identify and discuss the components of the conflict environment.

**Performance Element:** Role-play to measure ability to deal with conflicts.

**Measurement Criteria:** Cadets identify personal style of dealing with conflict.

**Measurement Criteria:** Demonstrate effective conflict management skills when interacting with classmates.

## Pathway Topic: Ethics and Legal Responsibilities

### Pathway KS Statement: Display integrity and demonstrate a commitment to ethical behavior in the performance of the duties of law enforcement personnel.

**Performance Element:** Abide by character-building actions to perform the duties of law enforcement services in an ethical manner.

**Measurement Criteria:** Analyze the causes of violations of public trust.

**Measurement Criteria:** Identify strategies to enhance public trust.

## Pathway Topic: Ethics and Legal Responsibilities

**Measurement Criteria:** *Explain the dynamics of integrity as it relates to law enforcement.*

**Measurement Criteria:** *List short and long-term strategies to enhance high performance standards of ethics.*

**Measurement Criteria:** *Explain the mission of law enforcement in defending a democratic society.*

**Measurement Criteria:** *Explain the role of the United States Constitution to the development and implementation of the mission of law enforcement organizations.*

## Pathway Topic: Technical Skills

**Pathway KS Statement:** *Know state and local laws pertaining to alcohol and beverage control laws, and describe the related law enforcement procedures.*

**Performance Element:** Use alcohol and beverage control laws and procedures to control illegal beverage sales and consumption.

**Measurement Criteria:** *Define alcoholic beverage.*

**Measurement Criteria:** *Define non-tax paid alcoholic beverage.*

**Measurement Criteria:** *Define malt beverage.*

**Measurement Criteria:** *Define unfortified wine.*

**Measurement Criteria:** *Define fortified wine.*

**Measurement Criteria:** *Define spirituous liquor.*

**Measurement Criteria:** *Define mixed beverage.*

**Measurement Criteria:** *Differentiate between legal and illegal alcohol and beverage sales.*

**Performance Element:** Demonstrate knowledge and understanding of alcohol and beverage control laws as applied to specific circumstances.

**Measurement Criteria:** *Identify circumstances under which different types and amounts of alcoholic beverages can be purchased.*

**Measurement Criteria:** *Identify circumstances under which different types and amounts of alcoholic beverages may be possessed.*

**Measurement Criteria:** *Identify circumstances under which alcoholic beverages may be consumed in public.*

**Measurement Criteria:** *Identify circumstances under which alcoholic beverages may be consumed in private.*

**Measurement Criteria:** *Identify circumstances under which different types of alcoholic beverages can be consumed in a motor vehicle.*

**Performance Element:** Collaborate with local and state agencies to control alcohol beverage violations.

**Measurement Criteria:** *Distinguish between local and state alcohol beverage permits.*

**Measurement Criteria:** *Identify violations of local and state alcohol beverage permits.*

**Measurement Criteria:** *Differentiate among the appropriate agencies with responsibility for violation of alcohol and beverage control laws.*

**Pathway KS Statement:** *Apply civil law enforcement procedures to serve writs, warrants, and summons.*

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**Performance Element:** Demonstrate understanding and knowledge of civil law procedures.

**Measurement Criteria:** Define attachment.

**Measurement Criteria:** Define garnishment.

**Measurement Criteria:** Define claim.

**Measurement Criteria:** Define delivery.

**Measurement Criteria:** Explain how to properly serve a summons.

**Measurement Criteria:** Complete a valid return of a summons.

**Measurement Criteria:** Determine the appropriate response or responsible agency during service of writs of possession on real property ("ejectment") and personal property.

**Measurement Criteria:** Identify limits on "use of force" and entry to private property during civil process service.

**Measurement Criteria:** Demonstrate the proper use of summons for people to testify in court or to produce required documents.

**Measurement Criteria:** Differentiate among Domestic Violence Protective Orders, Order of No Contact, and Orders to Pick Up Children.

**Measurement Criteria:** Determine the appropriate guardian and custodial parent during periods prior to court rulings and after a judicial ruling.

**Pathway KS Statement:** Practice community policing to increase community involvement.

**Performance Element:** Become familiar with the philosophy and concepts of community policing to achieve success in the activity.

**Measurement Criteria:** Define community policing.

**Measurement Criteria:** List three principles of community policing.

**Measurement Criteria:** Identify roles of the community police officer.

**Measurement Criteria:** List steps in marketing community policing to the community.

**Measurement Criteria:** State the duties of the community police officer.

**Measurement Criteria:** Identify the skills needed to be a successful community police officer.

**Measurement Criteria:** Explain how law enforcement services have responded to social conditions and demands throughout history by altering method of service.

**Pathway KS Statement:** Apply constitutional laws and laws of arrest to assure zero errors in performance.

**Performance Element:** Apply constitutional laws and the laws of arrest to execute official duties while respecting citizen rights.

**Measurement Criteria:** Discuss the three sources of law.

**Measurement Criteria:** Describe the effects of the First Amendment on law enforcement.

**Measurement Criteria:** Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.

**Measurement Criteria:** State requirements for making an arrest without a warrant.

**Measurement Criteria:** Define citizen detention.

## Pathway Topic: Technical Skills

**Measurement Criteria:** *State the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.*

**Measurement Criteria:** *Prepare an arrest warrant.*

**Measurement Criteria:** *Determine the appropriate level of force when dealing with deadly and non-deadly force situations.*

### **Pathway KS Statement: Research appropriate resources to demonstrate the use of the Constitution's protection regarding search and seizure.**

**Performance Element: Demonstrate knowledge and understanding of the individual protection granted by the Constitution.**

**Measurement Criteria:** *Explain the scope of a lawful warrant-less search during a consent search of persons.*

**Measurement Criteria:** *Explain the scope of a lawful warrant-less search of a premises.*

**Measurement Criteria:** *Explain the scope of a lawful warrant-less search of a vehicle.*

**Measurement Criteria:** *Explain the scope of a lawful warrant-less search during a search based on exigent circumstances.*

**Measurement Criteria:** *Explain the scope of a lawful warrant-less search during a plain view search.*

**Measurement Criteria:** *Identify the legal requirements governing preparation and execution of the search warrant of a suspect's premises, vehicle, or person.*

**Measurement Criteria:** *Differentiate among the special search warrant concerns in obscenity, crime scenes, riots, and financial crime situations.*

**Measurement Criteria:** *Explain the legal concepts of custody and interrogation as they relate to the requirements of the United States Supreme Court decision, Miranda vs. Arizona.*

**Measurement Criteria:** *List the four Miranda Warning requirements.*

**Measurement Criteria:** *List the additional requirements above the Miranda Warnings for juvenile suspects, offenders, and witnesses.*

**Measurement Criteria:** *Advise a person of their constitutional rights.*

**Measurement Criteria:** *Differentiate between a non-custodial interview and a custodial interview.*

**Measurement Criteria:** *Define the requirements to obtain information from a witness to a crime.*

**Measurement Criteria:** *Demonstrate the appropriate use of legal procedures to obtain information from reluctant witnesses.*

### **Pathway KS Statement: Demonstrate knowledge and understanding of the U.S. legal system and the implications for law enforcement services.**

**Performance Element: Explain how individuals, groups, and society are protected by constitutional laws and decisions of local, state, and federal courts and the Supreme Court.**

**Measurement Criteria:** *Describe changes to U.S. Constitution affecting individuals and/or groups.*

**Measurement Criteria:** *Analyze Supreme Court decisions affecting individuals and/or groups.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Define competing interests.*

**Measurement Criteria:** *Identify competing interests.*

**Measurement Criteria:** *Identify conflicting interpretations of local, state, and federal courts, and the U.S. Supreme Court.*

**Measurement Criteria:** *Evaluate the importance of selected constitutional conflicts for individuals.*

**Measurement Criteria:** *Evaluate the importance of selected constitutional conflicts for groups.*

**Measurement Criteria:** *Evaluate the importance of selected constitutional conflicts for society as a whole.*

**Performance Element:** **Explain the differences and similarities between state and federal court systems and their interaction.**

**Measurement Criteria:** *Differentiate between state and federal court systems.*

**Measurement Criteria:** *Contrast the structural and informal relations between state and federal court systems.*

**Measurement Criteria:** *List the similarities between state and federal court systems.*

**Measurement Criteria:** *Explain how cases move between state and federal jurisdictions.*

**Measurement Criteria:** *Explain under what circumstance cases move between state and federal jurisdictions.*

**Performance Element:** **Explain the differences between civil and criminal justice systems, and compare and contrast their legal perspectives.**

**Measurement Criteria:** *Differentiate between civil and criminal justice systems.*

**Measurement Criteria:** *Compare and contrast the operations and processes of the civil and criminal justice systems.*

**Measurement Criteria:** *Summarize issues, concerns, and problems confronting both the civil and criminal justice systems.*

**Measurement Criteria:** *Discuss and evaluate the effectiveness of the civil and criminal justice systems in resolving the issues, concerns, and problems confronting each.*

**Performance Element:** **Compare the civil and criminal justice systems and explain to how changes impact law enforcement.**

**Measurement Criteria:** *Analyze changes in civil law.*

**Measurement Criteria:** *Analyze changes in criminal law.*

**Measurement Criteria:** *Explain how these changes impact law enforcement services.*

**Measurement Criteria:** *Elaborate on the dynamic nature of the United States Legal System.*

**Measurement Criteria:** *Elaborate on the dynamic nature of the legal system at the state level.*

**Pathway KS Statement:** **Plan, develop, implement, evaluate, and manage a program to enforce crime prevention and loss-prevention activities.**

**Performance Element:** **Collaborate with community groups in reducing the effects of crime.**

**Measurement Criteria:** *Define the term "crime prevention".*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Explain the role of citizens in crime prevention activities.*

**Measurement Criteria:** *Identify different community-based crime prevention programs.*

**Measurement Criteria:** *Conduct a crime analysis of a given situation or area.*

**Measurement Criteria:** *Plan crime prevention techniques to remove or reduce crime risks.*

**Measurement Criteria:** *Develop a comprehensive crime prevention plan that includes strategies for funding, managing, and marketing of plan.*

**Measurement Criteria:** *Prepare and present a 10-15 minute presentation on a crime prevention topic.*

**Performance Element:** **Work with other agencies and local citizens to develop a program that addresses family violence.**

**Measurement Criteria:** *Define family violence.*

**Measurement Criteria:** *Explain guidelines to follow to prevent family violence.*

**Measurement Criteria:** *Identify local agencies that provide assistance in preventing family violence.*

**Measurement Criteria:** *List referral agencies that provide assistance in preventing family violence.*

**Performance Element:** **Collaborate with local businesses to reduce the effects of crime.**

**Measurement Criteria:** *Develop security guidelines to protect businesses against losses due to crime.*

**Measurement Criteria:** *Prepare and present a 10-15 presentation to business owners and managers designed to protect against losses due to crime.*

**Performance Element:** **Teach the public about crime prevention programs to enhance public awareness of problems and solutions.**

**Measurement Criteria:** *Plan, develop and implement a crime prevention program.*

**Measurement Criteria:** *Plan, develop and produce a public information program on crime prevention.*

**Measurement Criteria:** *Discuss the fundamental principles of crime prevention and how they relate to the environment.*

**Measurement Criteria:** *Analyze and discuss natural access and natural surveillance and the importance of both.*

**Pathway KS Statement:** **Analyze appropriate techniques, select, and manage crisis situations to protect individuals and society.**

**Performance Element:** **Manage crisis negotiations to promote the safety of individuals and the public.**

**Measurement Criteria:** *Explain principles of crisis negotiation.*

**Measurement Criteria:** *Use effective communication techniques in crisis negotiations.*

**Measurement Criteria:** *Demonstrate basic knowledge of abnormal psychology as applied to the Crisis Negotiator.*

**Measurement Criteria:** *Participate as a crisis negotiation team member.*

**Measurement Criteria:** *Yield to command center authority during crisis negotiations.*

**Measurement Criteria:** *List suicide intervention techniques.*

**Measurement Criteria:** *List various methods of conducting negotiations.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** Utilize appropriate negotiation techniques.

**Measurement Criteria:** Describe how to establish perimeters in crisis situations.

**Measurement Criteria:** Apply hostage safety considerations during negotiations.

**Measurement Criteria:** Demonstrate awareness of psychological impacts on hostages.

**Performance Element:** Complete pre-event planning to respond to crisis situations.

**Measurement Criteria:** Participate in training sessions for crisis management.

**Measurement Criteria:** Plan for pre-event crisis negotiation procedures.

**Measurement Criteria:** Establish priorities and goals for crisis negotiation situations.

**Measurement Criteria:** Develop procedures for gathering intelligence in a crisis negotiation situation.

**Measurement Criteria:** Participate in pre-event training sessions for crisis team leaders.

**Measurement Criteria:** Develop active listening skills.

**Measurement Criteria:** Establish effective questioning techniques.

**Measurement Criteria:** Complete advanced suicide intervention skills.

**Performance Element:** Plan for crisis situations to react to the influence of militia movement.

**Measurement Criteria:** Identify history of militia movement.

**Measurement Criteria:** Differentiate among background, mission, purpose, and organization of various militias.

**Measurement Criteria:** Identify violent anti-government groups with descriptions and trends.

**Measurement Criteria:** Plan for the threat of militia movement.

**Measurement Criteria:** Plan for the influence of WACO: the militia' rally cry.

**Measurement Criteria:** Identify techniques to protect against the militia underground threat.

**Measurement Criteria:** Identify techniques to defend against the militia intelligence networks.

**Performance Element:** Plan for appropriate crisis management to protect individual and societal rights.

**Measurement Criteria:** Demonstrate sensitivity and understanding to individual and societal rights during role-play.

**Measurement Criteria:** Establish demands, deadlines, and terms of surrender for crisis negotiations.

**Measurement Criteria:** Differentiate between public safety and individual rights during crisis negotiations.

**Measurement Criteria:** Identify appropriate techniques of collecting evidence for criminal prosecution at crisis situations.

**Measurement Criteria:** Discuss steps leading to successful prosecution of law-breakers causing crisis situation.

**Measurement Criteria:** Identify issues involved in establishing operational security for crisis situations.

**Performance Element:** Identify crisis situations caused by different variables to assist individuals with threatening problems.



## Pathway Topic: Technical Skills

**Measurement Criteria:** *Identify victim precipitated homicide situations.*

**Measurement Criteria:** *Negotiate with troubled youth.*

**Measurement Criteria:** *Identify effects of drug use in a crisis situation.*

**Pathway KS Statement:** **Utilize crowd management skills to control large gatherings.**

**Performance Element:** **Role play to participate in effective crowd management.**

**Measurement Criteria:** *List an example of each of three classes of crowds.*

**Measurement Criteria:** *Differentiate between a casual crowd and a mob.*

**Measurement Criteria:** *Identify the duties of a law enforcement officer when patrolling a potentially violent demonstration or labor dispute.*

**Measurement Criteria:** *Identify the primary duties of a law-enforcement officer at a nonviolent (passive) protest.*

**Measurement Criteria:** *Demonstrate proper crowd control formations using the riot baton to control or restrain crowd movement.*

**Measurement Criteria:** *Demonstrate the various methods for deploying less-than-lethal and chemical crowd control measures.*

**Pathway KS Statement:** **Interact with victims and the public to promote concern for persons with disabilities and other specific groups of people.**

**Performance Element:** **Interact with the public in wide variety of situations, fostering public cooperation, and making law-enforcement more effective.**

**Measurement Criteria:** *Demonstrate knowledge of the appropriate procedures for advising crime victims how to seek legal recourse and assistance.*

**Measurement Criteria:** *Explain the step-by-step court procedures to suspects, victims, and witnesses.*

**Measurement Criteria:** *List the eligibility requirements to receive assistance from the victims assistance program.*

**Measurement Criteria:** *Explain the procedures to contact the victims assistance office to request help.*

**Measurement Criteria:** *Recognize and provide the appropriate assistance to people with disabilities such as: autistic, hearing impaired/deaf, visually impaired/blind, mobility impaired, and persons having Alzheimer's disease.*

**Measurement Criteria:** *Identify a suspected hate crime.*

**Measurement Criteria:** *Identify steps involved in conducting a preliminary investigation of a suspected hate crime.*

**Measurement Criteria:** *Demonstrate the appropriate methods of communicating with suspects, defendants, victims and/or their families to provide and/or obtain necessary information.*

**Pathway KS Statement:** **Perform law enforcement duties to reduce or address domestic violence.**

**Performance Element:** **Implement procedures and techniques to enforce domestic violence laws.**

**Measurement Criteria:** *Demonstrate how to safely respond to domestic violence situations and interact with those present.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Demonstrate an understanding of how to initiate a preliminary investigation of a domestic violence situation.*

**Measurement Criteria:** *Apply the law to make arrest decisions in domestic violence cases.*

**Measurement Criteria:** *Recognize and serve protective orders.*

**Measurement Criteria:** *Apply effective communication techniques in volatile situations, for example "verbal judo".*

**Measurement Criteria:** *Aid in prosecuting cases without a "victim".*

**Measurement Criteria:** *Define circle of abuse.*

**Measurement Criteria:** *Articulate the special concerns regarding non-citizens in domestic abuse.*

## **Pathway KS Statement: Apply law enforcement procedures to driving under the influence (DUI) cases.**

**Performance Element: Know legal aspects and be able to administer tests to enforce laws related to driving under the influence of alcohol.**

**Measurement Criteria:** *Define legal aspects of DWI/DUI enforcement.*

**Measurement Criteria:** *Complete review of legal aspects (definitions, statutes, and case law) of DWI/DUI.*

**Measurement Criteria:** *Administer the Standardized Field Sobriety Test (SFST) Battery including horizontal gaze nystagmus.*

**Measurement Criteria:** *Interpret the SFST.*

**Performance Element: Use appropriate techniques to apprehend violators of DWI/DUI laws.**

**Measurement Criteria:** *Describe application of laws regarding implied consent and the use of Miranda rules to DWI/DUI cases.*

**Measurement Criteria:** *Demonstrate the use video technology to collect evidence in DWI/DUI cases.*

**Measurement Criteria:** *Recognize evidence of DWI/DUI violations.*

**Measurement Criteria:** *Interpret evidence of DWI/DUI violations.*

**Measurement Criteria:** *Develop skill in using visual detection in DWI/DUI cases.*

**Measurement Criteria:** *Describe methods to detect and apprehend violators under the influence of alcohol.*

**Measurement Criteria:** *Differentiate types of driver behavior present in possible and probable DWI/DUI cases.*

**Measurement Criteria:** *Describe tactics used in defense of impaired driving cases.*

**Performance Element: Prepare evidence and reports required to give testimony in court related to DWI/DUI cases.**

**Measurement Criteria:** *Prepare Influence Report Form.*

**Measurement Criteria:** *Report DWI/DUI evidence in a clear and convincing manner.*

**Measurement Criteria:** *Prepare and present competent testimony in impaired driver cases.*

**Measurement Criteria:** *Practice giving direct-testimony and answering questions under cross-examination in DWI/DUI cases.*

**Measurement Criteria:** *Plan and design sobriety checkpoints (roadblocks).*

## Pathway Topic: Technical Skills

**Performance Element:** Prepare community-service presentations to provide to the public information related to DWI/DUI laws.

**Measurement Criteria:** *Make presentations about the effects on the human body and how these effects relate to driver behavior.*

**Measurement Criteria:** *Make presentations on the DWI/DUI laws.*

**Measurement Criteria:** *Present two drinking exercises recommended by the National Highway Transportation and Safety Administration (NHTSA).*

**Pathway KS Statement:** **Possess the physical and mental skills required to operate a motor vehicle.**

**Performance Element:** Follow standard procedures to operate a motor vehicle under routine conditions.

**Measurement Criteria:** *Follow state and federal motor vehicle laws.*

**Measurement Criteria:** *Implement departmental and organizational motor vehicle policies.*

**Measurement Criteria:** *Demonstrate ability to use motor vehicle within its capabilities and limitations.*

**Performance Element:** Follow course procedures to operate a motor vehicle under virtual conditions.

**Measurement Criteria:** *Demonstrate ability to follow state and federal motor vehicle laws.*

**Measurement Criteria:** *Demonstrate ability to follow departmental and organizational motor vehicle policies.*

**Measurement Criteria:** *Demonstrate ability to use motor vehicle within its capabilities and limitations.*

**Performance Element:** Observe precautions as necessary to operate a motor vehicle under environmental conditions.

**Measurement Criteria:** *Control motor vehicle during winter conditions.*

**Measurement Criteria:** *Control motor vehicle during rainy conditions.*

**Measurement Criteria:** *Control motor vehicle during different traffic situations.*

**Measurement Criteria:** *Control motor vehicle at different rates of speed.*

**Pathway KS Statement:** **Practice procedures needed to develop the ability to deal with explosive and hazardous material incidents.**

**Performance Element:** Respond effectively to handle situations with explosive materials.

**Measurement Criteria:** *Explain procedures used in responding to reports of bomb threats and suspicious objects.*

**Measurement Criteria:** *Demonstrate the ability to search buildings and property to locate explosive devices and materials.*

**Measurement Criteria:** *Identify types of explosive and incendiary devices.*

**Measurement Criteria:** *Explain procedures used in examining and detecting suspicious or potentially dangerous materials or behaviors.*

**Measurement Criteria:** *Identify steps in responding to an incident involving an explosion.*

**Measurement Criteria:** *Use appropriate fire extinguisher on various types of fires.*

## Pathway Topic: Technical Skills

**Performance Element:** Learn required routines to perform the duties of a law enforcement officer when hazardous materials are present.

**Measurement Criteria:** *Explain the meaning of placards and sign shapes used to indicate hazardous materials.*

**Measurement Criteria:** *Identify and classify hazardous materials.*

**Measurement Criteria:** *Describe how to operate a patrol vehicle while escorting hazardous materials.*

**Measurement Criteria:** *Practice being the first responder on scene of a hazardous material incident.*

**Measurement Criteria:** *Apply OSHA, federal, state and local guidelines to approach and evaluate a hazardous materials incident.*

**Measurement Criteria:** *Describe methods of responding to environmental crime and make an appropriate referral.*

**Pathway KS Statement:** **Use fingerprint technology to protect and collect evidence at a crime scene.**

**Performance Element:** Collect latent prints at a crime scene to prepare evidence for the Crime Lab.

**Measurement Criteria:** *Process crime scenes for latent prints with fingerprint powders.*

**Measurement Criteria:** *Lift and preserve developed latent prints from crime scene.*

**Measurement Criteria:** *Photograph developed latent prints on various surfaces.*

**Measurement Criteria:** *Submit latent evidence to the Crime Lab.*

**Pathway KS Statement:** **Properly protect and document the investigation.**

**Performance Element:** Respond to a crime scene, and properly protect and document the investigation.

**Measurement Criteria:** *Identify the boundaries of a crime scene.*

**Measurement Criteria:** *Secure and protect the crime scene while considering officer safety.*

**Measurement Criteria:** *Conduct a "Walk Through" and initial documentation.*

**Measurement Criteria:** *Document a crime scene through sketching and photography.*

**Measurement Criteria:** *Document a crime scene by video.*

**Measurement Criteria:** *Collect, package, and transmit various types of physical evidence to the crime laboratory.*

**Measurement Criteria:** *Properly conduct latent-print development.*

**Measurement Criteria:** *Document all trace evidence at the crime scene.*

**Measurement Criteria:** *Correctly process various types of crime scenes for trace evidence and submit it to the crime lab.*

**Measurement Criteria:** *Interpret the results of crime lab analysis on trace evidence and apply this information to the investigation of the case.*

**Measurement Criteria:** *Conduct a casting and molding of tire, shoes, and tool marks.*

**Measurement Criteria:** *State the importance of collecting and the basic principles documenting bloodstain patterns.*

**Measurement Criteria:** *Document wounds and injuries with a basic initial interpretation of wounds and cause of death.*

**Measurement Criteria:** *Maintain a Chain of Custody for evidence collected.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Conduct an on-scene brief and turn over control of the crime scene to the officer in charge or lead investigator.*

**Performance Element:** **Respond to a crime scene and conduct basic crime scene techniques to include involving electronic technological devices, and properly protect and document the investigation.**

**Measurement Criteria:** *Secure and protect evidence at a crime scene involving electronic devices including computers, control devices, answering machines, digital cameras, scanners, pagers, printers, and PDAs.*

**Measurement Criteria:** *Recognize and properly document the electronic technological evidence at the scene.*

**Measurement Criteria:** *Properly collect evidence regarding the four basic types of devices; non-electric, stand-alone, and devices used in complex environments, and other devices and peripherals.*

**Measurement Criteria:** *Quote Federal, State, and local case law regarding collection of technological evidence, with particular attention to the Electronic Communication Privacy Act.*

**Measurement Criteria:** *Properly package, transport, and store electronic technological devices guarding against loss of evidence due to material "footprints", material damage, time sensitivity, temperature, humidity, and static electricity.*

**Measurement Criteria:** *Investigate uses of technological devices used during electronic technological crimes.*

**Measurement Criteria:** *State specific information that may be obtained from electronic devices in various crimes; Auction Fraud, Child Exploitation, Computer Intrusion, Death Investigation and Domestic Violence.*

**Measurement Criteria:** *State specific information that may be obtained from electronic devices in various crimes; Economic Fraud, E-Mail Threats, Extortion, Gambling, Identity Theft, Narcotics, Prostitution, Software Piracy, and Telecommunications Fraud.*

**Performance Element:** **Respond to a crime scene, conduct basic crime scene techniques to include properly protect and document DNA evidence.**

**Measurement Criteria:** *State the basic principles of what DNA is.*

**Measurement Criteria:** *State where DNA samples can be found.*

**Measurement Criteria:** *Provide techniques to collect & preserve DNA evidence.*

**Measurement Criteria:** *Provide techniques for storage and transportation of DNA samples.*

**Measurement Criteria:** *Define elimination samples.*

**Measurement Criteria:** *Provide potential contaminants of DNA samples.*

**Pathway KS Statement:** **Use knowledge of the Hate Crime Statistics Act of 1990 to perform duties as law enforcement officer**

**Performance Element:** **Gain knowledge of the Hate Crime Statistics Act of 1990 to provide reporting guidelines.**

**Measurement Criteria:** *Identify possible hate crime violations.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Discuss the rationale for the decisions to identify the hate crime violation.*

**Measurement Criteria:** *Given the information presented in class, identify the officer's potential responses, appropriate and inappropriate, to a victim of a hate crime.*

**Measurement Criteria:** *Provide recommendations as to how and why inappropriate responses could and should be improved.*

**Measurement Criteria:** *Having made a determination that a hate crime violation has occurred, complete the hate crime-reporting portion of the Uniform Crime Report (UCR).*

## Pathway KS Statement: **Safely transport a person in custody.**

**Performance Element:** **Transport a person placed into custody without violation of personal rights and not jeopardizing personal safety.**

**Measurement Criteria:** *Identify and discuss all safety precautions to be taken by a transportation officer prior to departure, during transport, upon arrival.*

**Measurement Criteria:** *Conduct a thorough search of the transport vehicle prior to transport and upon conclusion of transport.*

**Measurement Criteria:** *Identify potential safety risks associated with prisoner escort in a variety of environments, i.e. courtrooms, hospitals, and elevators.*

**Measurement Criteria:** *Discuss in detail the correct procedure for conducting a strip search.*

**Measurement Criteria:** *Discuss precautions an officer must consider during a search.*

**Measurement Criteria:** *List precautions an officer should take with contaminated clothing, hypodermic needles, and other potentially contaminated objects.*

**Measurement Criteria:** *Define the term positional asphyxiation in its relationship to current court findings and recent medical discoveries.*

**Measurement Criteria:** *Properly select the type of restraint required.*

**Measurement Criteria:** *Demonstrate the proper procedure in removing handcuffs, leg restraints, flex-cuffs, and waste-chains.*

## Pathway KS Statement: **Properly conduct interviews and/or interrogate witnesses and suspected criminals.**

**Performance Element:** **The recruit will understand basic interviewing and interrogation techniques.**

**Measurement Criteria:** *Conduct an interview of a victim or witness of a crime.*

**Measurement Criteria:** *Define the difference of interrogation and interview.*

**Measurement Criteria:** *Verbalize the legal considerations of the interview and interrogation.*

**Measurement Criteria:** *Develop an interrogation plan.*

**Measurement Criteria:** *List techniques utilized in a Kinesics interview and detecting deception.*

**Measurement Criteria:** *List techniques to enhance witness's memory.*

**Measurement Criteria:** *Conduct an interrogation of a suspect of a crime.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *List techniques utilized during the interview of rape victims, child witness(es), and child victims.*

**Measurement Criteria:** *Verbalize defining rapport with the witness(es).*

**Measurement Criteria:** *Provide an example of an open-ended question and the reason for the utilization of open-ended questions.*

**Measurement Criteria:** *State the purpose of clarification and corroboration of a statement.*

**Measurement Criteria:** *List considerations for videotaping and recording interviews and interrogations.*

## **Pathway KS Statement: Effectively and safely respond to crimes in progress.**

**Performance Element: Respond to a crime in progress.**

**Measurement Criteria:** *Receive and properly record initial information.*

**Measurement Criteria:** *List options and techniques available to provide emergency care to all parties on scene.*

**Measurement Criteria:** *List techniques to secure and control people at the scene.*

**Measurement Criteria:** *Identify the perpetrator(s) the perpetrator's description, and the perpetrator's location.*

**Measurement Criteria:** *Broadcast an updated description of the incident, perpetrator(s), and/or vehicle(s).*

**Measurement Criteria:** *Decide to detain or arrest perpetrator.*

**Measurement Criteria:** *Identify the witness(es).*

**Measurement Criteria:** *List techniques to ensure the witness(es) are factual, obtained correctly, will not be disclosed to hamper the efforts of law enforcement and investigative personnel, and the witness(es) will update investigators with new information.*

**Measurement Criteria:** *Document information obtained from the witness, including the witness' identity, in a written report.*

**Measurement Criteria:** *Encourage the witness to contact investigators with any further information.*

**Measurement Criteria:** *Encourage the witness to avoid contact with the media or exposure to media accounts concerning the incident.*

**Measurement Criteria:** *Instruct the witness to avoid discussing details of the incident with other potential witnesses.*

## **Pathway KS Statement: Gain knowledge of mental disorders, physical disabilities, communication disorders, and unusual behaviors to select the appropriate method and procedure to identify, communicate, and assist individuals requiring officer assistant.**

**Performance Element: Learn the characteristics of persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors and the appropriate procedures to use in performing the duties of a law enforcement officer.**

**Measurement Criteria:** *List general characteristics of psychosis or abnormal behavior.*

**Measurement Criteria:** *List behaviors an officer should display when interacting with a person with mental illness to maximize safety.*

**Measurement Criteria:** *Discuss the steps necessary for obtaining an involuntary commitment order by a law enforcement officer.*

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**Measurement Criteria:** *Discuss the appropriate methods for intervention with mentally retarded individuals.*

**Measurement Criteria:** *List information that will aid in identification and evaluation of a potential suicidal individual.*

**Measurement Criteria:** *Differentiate between a subject who is dangerous to their self or others and those who are not dangerous.*

**Measurement Criteria:** *Discuss the legal authority the officer has, and what action the officer should take when working with a person who is dangerous to their self or others.*

**Measurement Criteria:** *Identify resources and provide help for individuals with suicidal compulsions, mental illness, or mental retardation.*

### **Pathway KS Statement: Perform duties of a law enforcement officer while protecting the rights of juvenile victims and offenders.**

**Performance Element:** Investigate crimes that involve juveniles as victims and/or offenders.

**Measurement Criteria:** *Explain the concept of the juvenile court as it relates to an enforcement officers' role in the community.*

**Measurement Criteria:** *Discuss the laws that apply to legally interviewing a juvenile.*

**Measurement Criteria:** *Explain the laws contributing to the delinquency of juveniles.*

**Measurement Criteria:** *Identify and discuss necessary steps to process different categories or status of juveniles.*

**Measurement Criteria:** *Explain the law and procedures for obtaining non-testimonial identification orders for juvenile suspects.*

**Measurement Criteria:** *Discuss the services provided by the intake officer/counselor in coordination with the law enforcement role.*

**Measurement Criteria:** *Discuss the law enforcement officer's responsibility for processing abused juveniles.*

**Measurement Criteria:** *Discuss the law enforcement officer's responsibility for processing neglected juveniles.*

**Measurement Criteria:** *Discuss the law enforcement officer's responsibility for working as a team member with protective-services professionals.*

**Measurement Criteria:** *Discuss the setting and procedures for holding conferences with juveniles and their parents.*

**Measurement Criteria:** *Identify the criteria needed for obtaining secure and non-secure custody orders.*

### **Pathway KS Statement: Properly investigate and document a motor vehicle accident.**

**Performance Element:** Enable participants to interpret and analyze traffic crash evidence.

**Measurement Criteria:** *List the steps to be taken responding and beginning the preliminary investigation of a motor vehicle collision.*

**Measurement Criteria:** *List the additional steps to be taken responding to a "hit and run" accident.*

**Measurement Criteria:** *Distinguish between a required reportable accident and an*



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*accident not required to be reported.*

**Measurement Criteria:** *Locate and identify evidence from vehicles and roadway at the crash scene.*

**Measurement Criteria:** *Preserve and process crash-scene evidence using field sketches and photographs.*

**Measurement Criteria:** *Interview drivers and witnesses and obtain the required information to file the accident report form.*

**Measurement Criteria:** *Organize collected evidence for the case file.*

**Measurement Criteria:** *Perform a variety of mathematical formulas including Speed, Velocity, Time, and Distance.*

**Measurement Criteria:** *Interpret evidence from vehicles and roadway at the crash scene; including but not limited to lamp analysis, tire damage, and tire marks.*

**Measurement Criteria:** *Describe vehicle/occupant behavior during a crash.*

**Measurement Criteria:** *Conduct measuring/diagramming using a variety of methods including Photogrammetry and Computer Assisted Diagrams.*

**Measurement Criteria:** *Draw scale diagrams of the collision utilizing templates.*

**Measurement Criteria:** *Perform a variety of mathematical formulas including Speed calculations and Acceleration and drag factor measurements.*

**Measurement Criteria:** *Explain the derivation of formulas used in accident investigation and reconstruction.*

**Measurement Criteria:** *Interpret from falls, flips, vaults, and yaws.*

**Measurement Criteria:** *Using Newton's three laws of motion, describe vehicular behavior during a crash, to include weight shift in heavy vehicles.*

**Measurement Criteria:** *Correctly answer questions concerning the safe movement, terminology and identification markings associated with trains.*

**Measurement Criteria:** *Correctly answer questions concerning grade crossings and related laws.*

**Measurement Criteria:** *Correctly answer questions concerning the causation and prevention of grade crossing collisions.*

**Measurement Criteria:** *Correctly identify specific areas of the investigation process unique to grade crossing collisions.*

**Measurement Criteria:** *Conduct case preparation and testify in a clear and competent manner regarding information discovered.*

### **Pathway KS Statement: Select appropriate times to use deadly force.**

**Performance Element:** **Demonstrate an understanding of the proper use of deadly force.**

**Measurement Criteria:** *Quote the guidelines and restrictions imposed by the federal and state governments related to use of deadly force.*

**Measurement Criteria:** *State the importance of following departmental policy on deadly force.*

**Measurement Criteria:** *List examples of situations where use of deadly force is authorized.*

**Measurement Criteria:** *List Supreme Court case examples dictating the use of deadly*

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*force.*

**Performance Element: Understand the Use of Force Continuum.**

**Measurement Criteria:** *State the levels of force from the lowest to the highest.*

**Measurement Criteria:** *List police officer's equipment considered soft empty hand.*

**Measurement Criteria:** *List police officer's equipment considered hard empty hand.*

**Measurement Criteria:** *List police officer's techniques considered soft impact.*

**Measurement Criteria:** *List police officer's techniques considered hard impact.*

**Measurement Criteria:** *List police officer's equipment considered lethal force.*

**Measurement Criteria:** *Provide appropriate responses to each level of Use of Force.*

**Pathway KS Statement: Investigate crimes involving juveniles.**

**Performance Element: Properly investigate crimes involving juveniles while ensuring the rights of juvenile victims and offenders are protected.**

**Measurement Criteria:** *Explain the concept of the juvenile court as it impacts the law enforcement officer's role in community.*

**Measurement Criteria:** *Describe the laws that apply to legally interviewing a juvenile.*

**Measurement Criteria:** *Explain the laws related to the delinquency of a juvenile.*

**Measurement Criteria:** *Identify and describe necessary steps to process different categories or status of juveniles.*

**Measurement Criteria:** *Explain the law and procedures for obtaining non-testimonial identification orders for juvenile suspects.*

**Measurement Criteria:** *Describe the services provided by the intake officer/counselor in coordination with the law enforcement role.*

**Measurement Criteria:** *Describe the law enforcement officer's responsibility for processing abused juveniles, for processing neglected juveniles, for working as a team member with protective service professionals.*

**Measurement Criteria:** *Describe the setting and procedures for holding a conference with juveniles and their parents.*

**Measurement Criteria:** *Identify the criteria needed for obtaining secure and non-secure custody orders.*

**Pathway KS Statement: Gain knowledge of social, medical and psychological perspectives of child abuse and neglect; and the proper techniques used to investigate and handle child abuse and neglect cases.**

**Performance Element: Compare the treatment of children as it relates to child abuse and neglect.**

**Measurement Criteria:** *Identify through accurate and objective observations the following physical and behavioral indicators; Physical Abuse, Sexual Abuse, Child Neglect, and Emotional Abuse.*

**Measurement Criteria:** *Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.*

**Measurement Criteria:** *Identify and describe defense mechanisms used in addicted/dysfunctional families.*

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**Measurement Criteria:** *Identify and describe the survival roles found in addicted/dysfunctional families.*

**Measurement Criteria:** *Compare and contrast the four types of child abductions.*

**Measurement Criteria:** *Refer individuals/families in need of supportive services to the appropriate community resources.*

**Performance Element:** **Perform the duties of a law enforcement officer in cases related to child abuse and/or neglect cases.**

**Measurement Criteria:** *Conduct an interview of the victim of a sexual assault with emphasis on the victim's emotional and psychological well being.*

**Measurement Criteria:** *Identify the manifestations of Rape Trauma Syndrome.*

**Measurement Criteria:** *Identify successful investigative strategies to be used with a rape victim.*

**Measurement Criteria:** *Identify the type of offender based on behavior exhibited.*

**Measurement Criteria:** *Employ Behaviorally Oriented Interviewing techniques to aid in the identification of a suspect.*

**Measurement Criteria:** *Utilize profiling techniques to aid in identifying the suspect in child abuse crimes.*

**Measurement Criteria:** *Recognize when a child's injury or illness is caused by abuse.*

**Measurement Criteria:** *Use photo-documentation in the investigation of child abuse cases.*

**Measurement Criteria:** *Identify sexually transmitted diseases that may be related to child abuse cases involving sexual abuse.*

**Measurement Criteria:** *Explain diagnostic imaging of child abuse.*

**Measurement Criteria:** *Explain Battered Child Syndrome used in investigating physical abuse and homicide.*

**Measurement Criteria:** *Interview child witnesses and victims of sexual abuse.*

**Measurement Criteria:** *Identify burn injuries that occur in child abuse cases.*

**Measurement Criteria:** *Explain how to investigate child sexual exploitation cases.*

**Measurement Criteria:** *Collect information about the "acute" injury that led the person or agency to make the report of child neglect and/or abuse.*

**Measurement Criteria:** *Conduct interviews with the medical personnel who treat the child.*

**Measurement Criteria:** *Review medical records from a doctor, clinic, or hospital in child abuse cases.*

**Measurement Criteria:** *Interview all persons who had access to or custody of the child during the time in which the injury or injuries allegedly occurred.*

**Measurement Criteria:** *Interview siblings, other relatives, neighbors, family friends, teachers, church associates, and others who may know about the child's health and history.*

**Measurement Criteria:** *Review EMT records or 911 dispatch tapes.*

**Measurement Criteria:** *Collect additional family history concerning connections between domestic violence and child abuse, and substance*

## Pathway Topic: Technical Skills

*abuse and child abuse.*

**Measurement Criteria:** *Conduct a thorough investigation of the scene where the child was allegedly hurt.*

**Measurement Criteria:** *Collect information about the "acute" injury that led the person or agency to make a report of child abuse.*

**Performance Element:** **Perform the duties of a law enforcement officer in cases related to sexual abuse.**

**Measurement Criteria:** *Prepare an overview of sexually motivated crimes.*

**Measurement Criteria:** *List human sexuality determinants of human behavior that relate to sexual abuse.*

**Measurement Criteria:** *Explain the criminal mind and abnormal psychology related to sexual abuse.*

**Measurement Criteria:** *Define paraphillias (the symptomatic behavior of erotic-sexual dysfunction).*

**Measurement Criteria:** *Explain the terms: exploitation of children, child pornography, and sex rings.*

**Measurement Criteria:** *Discuss the personality of a rapist.*

**Measurement Criteria:** *Compare serial murders and lust murders for characteristics that may be common.*

**Measurement Criteria:** *Allow time for the child to become accustomed to a photographer before being photographed.*

**Measurement Criteria:** *Tell the child what parts of the body need to be photographed.*

**Measurement Criteria:** *Photograph the child in the presence of a trusted relative or guardian.*

**Measurement Criteria:** *Photograph sexual organs, including an overall view and close-ups of the injury.*

**Measurement Criteria:** *Refer abused child to medical personnel, if possible, who may have appropriate equipment and training to document injuries.*

**Measurement Criteria:** *Inform the child of what will be involved in taking the pictures.*

**Measurement Criteria:** *Report the child's level of development when you spoke to him or her.*

**Measurement Criteria:** *Eliminate quick moves toward the child, when interviewing a child.*

**Measurement Criteria:** *Make eye contact with the child to make him or her feel more comfortable.*

**Measurement Criteria:** *Reward a child with toys or coloring books for being helpful.*

**Pathway KS Statement:** **Understand the dangerous effects and perform safe and effective narcotics and dangerous drug investigations.**

**Performance Element:** **Understand and investigate "club drugs" for example: but are not limited to, MDMA (Ecstasy), GHB (gamma hydroxybutyrate), Rohypnol, Ketamine, and methamphetamine.**

**Measurement Criteria:** *Define the term "club drugs".*

**Measurement Criteria:** *Define Methamphetamine, or "meth,".*

**Measurement Criteria:** *Define "Rave".*

**Measurement Criteria:** *Research certain illicit substances, primarily synthetic, that*

## Pathway Topic: Technical Skills

*are usually found at nightclubs, bars, and raves.*

**Measurement Criteria:** *Identify substances that are often used as club drugs to include, but are not limited to, MDMA (Ecstasy), GHB (gamma hydroxybutyrate), Rohypnol, Ketamine, and methamphetamine.*

**Measurement Criteria:** *Describe the effects of the five listed "club drugs".*

**Measurement Criteria:** *Describe methods of trafficking used to distribute "club drugs".*

**Measurement Criteria:** *Describe possible sources for obtaining "club drugs".*

**Measurement Criteria:** *Describe manufacturing methods used to produce "club drugs".*

**Measurement Criteria:** *Describe methods used to consume "club drugs".*

**Performance Element: Understand and investigate dangerous, sometimes lethal and unpredictable drugs, for example methamphetamine.**

**Measurement Criteria:** *Identify illicit drugs.*

**Measurement Criteria:** *Research the physiological effects of drugs.*

**Measurement Criteria:** *Describe the effects of illicit drug use.*

**Measurement Criteria:** *Describe methods of illicit drug trafficking.*

**Measurement Criteria:** *List possible sources for obtaining illicit drugs.*

**Measurement Criteria:** *Describe methods of manufacturing used to produce illicit drugs.*

**Measurement Criteria:** *Describe various methods used to consume illicit drugs.*

**Measurement Criteria:** *State the purpose of the El Paso Intelligence Center (EPIC).*

**Measurement Criteria:** *List investigative techniques used to comprehend illicit drug users and pushers.*

**Measurement Criteria:** *Define the organization and role of the Drug Investigative Unit.*

**Measurement Criteria:** *List specialized equipment and aids utilized in drug investigations.*

**Measurement Criteria:** *Demonstrate knowledge of the use and control of confidential funds.*

**Measurement Criteria:** *Demonstrate knowledge of undercover operations used to investigate illicit drugs.*

**Measurement Criteria:** *Plan an illicit drug raid.*

**Measurement Criteria:** *List precautions to take regarding illicit drug laboratories and officer safety.*

**Measurement Criteria:** *List smuggling techniques and methods used for illicit drug distribution.*

**Measurement Criteria:** *Describe criminal patrol procedures and practices to reduce illicit drug use.*

**Measurement Criteria:** *State characteristics of illicit drug couriers and criminals involved with narcotics.*

**Measurement Criteria:** *Demonstrate knowledge of evidence collection, handling, and crime scene processing.*

**Measurement Criteria:** *Demonstrate roadside interviewing and interrogation techniques.*

## Pathway Topic: Technical Skills

**Measurement Criteria:** *Demonstrate vehicle search techniques.*

**Measurement Criteria:** *Demonstrate knowledge of drug detection by K-9 units.*

**Pathway KS Statement:** **Present testimony in legal proceedings as a law enforcement officer.**

**Performance Element:** Prepare and testify in court providing factual information from reports and eyewitnesses.

**Measurement Criteria:** *List activities an officer should complete to ensure proper preparation for court.*

**Measurement Criteria:** *Explain the procedures used to contact witnesses to appear in court.*

**Measurement Criteria:** *Explain the duties of the court probation officer/liaison officer.*

**Measurement Criteria:** *List the proper attire for an officer expected to testify in court.*

**Measurement Criteria:** *State what an officer is allowed to testify to when on the witness stand.*

**Measurement Criteria:** *List the two purposes of cross-examination.*

**Pathway KS Statement:** **Develop the skills used to operate RADAR speed-measuring equipment to control traffic.**

**Performance Element:** Gain knowledge of and develop skills to operate RADAR speed-measuring equipment.

**Measurement Criteria:** *Identify the manufacture, model, components, features, and functions of each "RADAR" speed-measuring instrument used in traffic control.*

**Measurement Criteria:** *Demonstrate the ability to perform pre-operational accuracy checks of each "RADAR" speed-measuring instrument used in traffic control.*

## Pathway Topic: Problem Solving and Critical Thinking

**Pathway KS Statement:** **Use of Force.**

**Performance Element:** Demonstrate an understanding of the proper use of deadly force.

**Measurement Criteria:** *Quote the guidelines and restrictions imposed by the Federal and State governments.*

**Measurement Criteria:** *State the importance of following departmental policy.*

**Measurement Criteria:** *Give examples of situation where Use of Deadly Force is authorized.*

**Measurement Criteria:** *Provide Supreme Court cases dictating the use of Deadly Force.*

**Measurement Criteria:** *Understand the Use of Force Continuum.*

**Performance Element:** Understand the Use of Force Continuum.

**Measurement Criteria:** *State the levels of force from the lowest to the highest.*

**Measurement Criteria:** *List police officer's equipment considered soft empty hand.*

**Measurement Criteria:** *List police officer's equipment considered hard empty hand.*

**Measurement Criteria:** *List police officer's techniques considered soft impact.*

**Measurement Criteria:** *List police officer's techniques considered hard impact.*

### **Pathway Topic: Problem Solving and Critical Thinking**

**Measurement Criteria:** *List police officer's equipment considered lethal force.*

**Measurement Criteria:** *Provide appropriate responses to each level of Use Of Force.*

## **PATHWAY: Legal Services**

### **Pathway Topic: Communications**

**Pathway KS Statement: Use of listening skills to better manage receipt of orally communicated information.**

**Performance Element: Apply active listening skills to obtain and clarify information provided in oral communications.**

**Measurement Criteria:** *Paraphrase and repeat information to confirm understanding.*

**Measurement Criteria:** *Record and summarize information in written notes.*

**Measurement Criteria:** *Ask questions to seek or confirm understanding.*

**Measurement Criteria:** *Contribute relevant comments to improve presentation and discussion information.*

**Pathway KS Statement: Use verbal and oral communications skills to demonstrate academic preparation.**

**Performance Element: Display effective use of grammar to demonstrate effective verbal and oral communication skills.**

**Measurement Criteria:** *Demonstrate appropriate usage of grammar, diction, and sentence structure.*

**Measurement Criteria:** *Use references and quoted material properly.*

**Performance Element: Deliver formal and extemporaneous presentations to demonstrate organizational strategy and delivery skill.**

**Measurement Criteria:** *Communicate main ideas and supporting facts to achieve purpose of communication.*

**Measurement Criteria:** *Use visual aids and presentation technology to support formal presentations.*

**Measurement Criteria:** *Use proper organization and structure to achieve coherence.*

**Measurement Criteria:** *Use technical terms and concepts correctly.*

**Measurement Criteria:** *Use correct grammar and sentence structure.*

**Pathway KS Statement: Interpret nonverbal communication messages to discern facts.**

**Performance Element: Use visual and vocal cues to comprehend information received from body language, eye movement, voice tone and voice inflection.**

**Measurement Criteria:** *Interpret body language clues.*

**Measurement Criteria:** *Recognize eye movement clues.*

**Measurement Criteria:** *Listen to voice tone, speed, volume, and inflection.*

**Pathway KS Statement: Write accomplished materials to demonstrate specific academic writing strategies.**

**Performance Element: Write coherent, focused, and well-reasoned arguments with a defined perspective to create reports and letters.**

**Measurement Criteria:** *Structure ideas and arguments in a persuasive manner supported with relevant examples.*

**Measurement Criteria:** *Develop written materials by using research strategies.*

**Measurement Criteria:** *Design letters that accomplish stated objective.*

**Measurement Criteria:** *Create a log of activities for a given project.*

**Measurement Criteria:** *Create progress reports that detail factual information.*



## Pathway Topic: Problem Solving and Critical Thinking

**Pathway KS Statement:** *Use critical thinking skills to create solutions to problems.*

**Performance Element:** Use logical constructions to formulate ideas, proposals, and solutions to problems.

**Measurement Criteria:** *State the problem in clear terms.*

**Measurement Criteria:** *Distinguish between inductive and deductive reasoning.*

**Measurement Criteria:** *Research and analyze pertinent information.*

**Measurement Criteria:** *Develop and evaluate alternative solutions.*

**Measurement Criteria:** *Use persuasive techniques to advocate one alternative solution.*

**Performance Element:** Exercise logic and reasoning to analyze and evaluate ideas, proposals, and solutions to problems.

**Measurement Criteria:** *Evaluate the underlying assumptions.*

**Measurement Criteria:** *Evaluate the logic and reasoning used to develop a solution.*

**Measurement Criteria:** *Formulate strategies used in common situations to inform, persuade, or entertain.*

**Measurement Criteria:** *Create arguments based on facts, laws, or regulations.*

**Measurement Criteria:** *Use parallel arguments to advocate two opposing solutions.*

## Pathway Topic: Information Technology Applications

**Pathway KS Statement:** *Research, produce, and file data to demonstrate skills with information technology tools.*

**Performance Element:** Perform computerized research to produce documents and statistical data.

**Measurement Criteria:** *Produce word based documents.*

**Measurement Criteria:** *Demonstrate web-based search techniques.*

**Measurement Criteria:** *Use legal authorities and references.*

**Measurement Criteria:** *Create an analysis of statistical data.*

**Performance Element:** Use word processing and presentation software to produce documents.

**Measurement Criteria:** *Demonstrate basic keyboarding skills.*

**Measurement Criteria:** *Create file storage and retrieval systems.*

**Measurement Criteria:** *Develop and use presentation software.*

## Pathway Topic: Systems

**Pathway KS Statement:** *Consult appropriate references to use legal terminology effectively.*

**Performance Element:** Use written examples to define legal terminology.

**Measurement Criteria:** *Define and use selected legal terms.*

**Measurement Criteria:** *Provide examples of legal terminology in writing.*

## Pathway Topic: Ethics and Professional Responsibility

**Pathway KS Statement:** *Practice personal, ethical behavior to demonstrate commitment to professional ethics and legal responsibilities.*

**Performance Element:** Examine real world situations to discuss legal ethics and the appropriate code of professional conduct.

## Pathway Topic: Ethics and Professional Responsibility

**Measurement Criteria:** *Cite authority for ethic behavior.*

**Measurement Criteria:** *Describe an approach to a real world situation.*

**Measurement Criteria:** *Practice professional responsibility.*

**Measurement Criteria:** *Provide examples of disciplinary procedures for the 15 legal specialty careers.*

**Measurement Criteria:** *Discuss the role of civility in legal services.*

**Measurement Criteria:** *Practice ethical behavior.*

## Pathway Topic: Technical Skills

**Pathway KS Statement:** **Research reliable sources to demonstrate the technical knowledge and skills required to pursue the full range of careers for the pathway.**

**Performance Element:** **Examine both benefits and disadvantages of the entire range of legal services.**

**Measurement Criteria:** *Provide common characteristics and sources of specific information for each of the 15 specialty careers.*

**Measurement Criteria:** *Discuss the benefits and disadvantages for selection of an area of specialization in legal careers.*

**Measurement Criteria:** *Differentiate between the plaintiff and defendant in civil cases.*

**Measurement Criteria:** *Differentiate between the prosecution and the defendant in criminal cases.*

**Measurement Criteria:** *Differentiate between transactional law and trial law.*

**Measurement Criteria:** *Identify legal specialty careers that do not require a law degree.*

**Performance Element:** **Describe the process of a jury trial.**

**Measurement Criteria:** *Describe discovery techniques and procedures.*

**Measurement Criteria:** *Explain the reason for the rules of evidence and civil procedure.*

**Measurement Criteria:** *State the purpose of jury selection.*

**Measurement Criteria:** *Identify the major elements of a jury trial.*

**Measurement Criteria:** *Explain the purpose of each major element of a jury trial.*

**Measurement Criteria:** *Conduct a mock trial.*

**Measurement Criteria:** *Discuss the common myths concerning jurors.*

## Pathway Topic: Academic Foundations

**Pathway KS Statement:** **Pursue required education to demonstrate academic foundations are complete for the cluster specific career.**

**Performance Element:** **Provide documentation to indicate Graduation, Certification or Licensure.**

**Measurement Criteria:** *Receipt of Diploma, Certificate or License.*

## Pathway Topic: Safety, Health and Environment

**Pathway KS Statement:** **Help maintain a safe workplace to demonstrate personal commitment to safety, health and environmental policies and procedures.**

**Performance Element:** **Perform regular inspections and records to maintain**

## Pathway Topic: Safety, Health and Environment

knowledge of organizational safety, health, and environmental management policies and procedures.

**Measurement Criteria:** *Follow organizational policies and procedures.*

**Measurement Criteria:** *Educate and orient other employees.*

**Measurement Criteria:** *Maintain a safe work area.*

**Measurement Criteria:** *Identify and describe workplace hazards.*

**Measurement Criteria:** *Perform regular inspections to maintain compliance.*

**Measurement Criteria:** *Maintain documentation on compliance.*

**Measurement Criteria:** *Identify and report health, safety, and environmental problems.*

**Measurement Criteria:** *Participate in accident/incident investigations.*

## Pathway Topic: Leadership and Teamwork

**Pathway KS Statement:** *Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities.*

**Performance Element:** Organize team involvement to provide leadership qualities within a group environment.

**Measurement Criteria:** *Able to assume leadership role when assigned such responsibilities.*

**Measurement Criteria:** *Work with others to develop and achieve team goals.*

**Measurement Criteria:** *Promote involvement of and use of team members.*

**Measurement Criteria:** *Delegate responsibility to others and maintain accountability for results.*

**Measurement Criteria:** *Monitor and evaluate team performance.*

**Performance Element:** Use people skills to collaborate in work projects.

**Measurement Criteria:** *Identify purpose of team and each member's role.*

**Measurement Criteria:** *Develop understanding of cultural difference among team members.*

**Measurement Criteria:** *Set basic standards of conduct among the group.*

**Measurement Criteria:** *Demonstrate commitment to team goals.*

**Measurement Criteria:** *Use conflict resolution skills.*

**Measurement Criteria:** *Use negotiation and persuasive argument skills.*

**Measurement Criteria:** *Use problem solving and organizational skills.*

**Measurement Criteria:** *Provide constructive criticism and praise.*

## Pathway Topic: American Political System

**Pathway KS Statement:** *Detail activities in branches of government to explain the role of the legislative, judicial, and executive branches of government.*

**Performance Element:** Identify functions of various courts to understand the differences in the legislative, judicial, and executive branches of government.

**Measurement Criteria:** *Provide the major steps a bill must complete to become law.*

**Measurement Criteria:** *Define legal "checks and balances."*

**Measurement Criteria:** *Describe the differences between judicial, legislative and executive branches of government.*

**Measurement Criteria:** *Differentiate among the functions of various courts within our legal system.*

## **Pathway Topic: American Political System**

**Measurement Criteria:** *Demonstrate the differences between laws, rules and regulations.*

**Measurement Criteria:** *Distinguish between the U.S. legal system and foreign systems.*

## **Section IV – O\*NET Crosswalk Report**



# Career Specialty/ Occupational Coding and Crosswalk

## Summary

The objective of the Career Specialty/ Occupational Coding and Crosswalk project is to accomplish two basic tasks. The first is to design and establish a classification and coding structure for the States' Career Clusters Initiative. When completed, the classification and coding structure will be compatible with existing occupational classification systems and designed in a manner that allows for easy updating and the flexibility to add additional career pathways and occupational specialties.

Once the first step is completed for each cluster, the second step is to build a linkage system or crosswalk between the new career cluster classification system and the O\*NET occupational classification system developed and operated by the U S Department of Labor. O\*NET is a nationally recognized taxonomy with detailed descriptions and a rich database of information for each occupation.

## Explanation of Crosswalk Table

The attached table lists each occupational specialty and its related O\*NET occupation. It is sequenced by career pathway and occupational specialty code. It should be noted that the relationship between an occupational specialty and its related O\*NET occupation is often not one-to-one. The O\*NET occupation is often much broader covering two or more occupational specialties. In fact, even when multiple occupational specialties are assigned, they may only represent a part of a broader O\*NET occupation.

Column 1: Lists occupational specialties that were identified by the Career Clusters Initiative. The occupational specialties are organized by cluster pathways and represent occupational titles with no definitions. They are intended to be a sample of occupations that help define the cluster and pathway.

Column 2: Represents related occupations from the O\*NET occupational coding system.

**Note: A crosswalk from the occupational specialties to the Classification of Instructional Programs (CIP) codes is forthcoming. The National Crosswalk Service Center is currently developing the CIP to O\*NET crosswalk which will be the bridge to the career cluster occupational specialties. You may access this crosswalk in the near future at: <http://www.xwalkcenter.org/>**

**Law, Public Safety and Security Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway**

Occupational Specialties		Related SOC/O*NET Occupation	
Code	Title	Code	Title
<b>12.10000</b>	<b>Correction Services Pathway</b>		
12.10010	Alcohol and Chemical Dependency Counselors	21-1011.00	Substance Abuse and Behavioral Disorder Counselors
12.10020	Case Managers	21-1029.00	Social Workers, All Other
12.10030	Community Corrections and Parole Officers	21-1092.00	Probation Officers and Correctional Treatment Specialists
12.10040	Corrections Educators	25-1111.00	Criminal Justice and Law Enforcement Teachers, Postsecondary
12.10050	Private Corrections Officer	33-3012.00	Correctional Officers and Jailers
12.10070	Correctional Officers and Jailers	33-3012.00	Correctional Officers and Jailers
12.10080	Probation Officers	21-1092.00	Probation Officers and Correctional Treatment Specialists
12.10090	Supervisor/Manager of Correctional Offices	33-1011.00	First-Line Supervisors/Managers of Correctional Officers
12.10100	Training Officer	33-1011.00	First-Line Supervisors/Managers of Correctional Officers
12.10110	Warden	33-1011.00	First-Line Supervisors/Managers of Correctional Officers
12.10120	Corrections Guard	33-3012.00	Correctional Officers and Jailers
12.10130	Jailers	33-3012.00	Correctional Officers and Jailers
<b>12.20000</b>	<b>Emergency and Fire Management Services Pathway</b>		
12.20010	Emergency Management and Response Coordinator	13-1061.00	Emergency Management Specialists
12.20020	Emergency Planning Manager	13-1061.00	Emergency Management Specialists
12.20030	EMT	29-2041.00	Emergency Medical Technicians and Paramedics
12.20040	Fire Fighter	33-2011.00	Fire Fighters
12.20040	Fire Fighter	33-2011.01	Municipal Fire Fighters
12.20050	Mgr/Supv. Of Fire Fighters	33-1021.00	First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
12.20060	Forest Fire Fighter	33-2011.02	Forest Fire Fighters
12.20070	Mgr/Supv. of Forest Fire Fighters	33-1021.00	First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
12.20080	Forest Fire Inspector and Investigator	33-2022.00	Forest Fire Inspectors and Prevention Specialists
12.20090	Hazardous Materials Responder	47-4041.00	Hazardous Materials Removal Workers
12.20090	Hazardous Materials Responder	47-4041.01	Irradiated-Fuel Handlers
12.20100	Dispatcher	43-5031.00	Police, Fire, and Ambulance Dispatchers
12.20110	Training Officer, Grant Writer and Coordinator	33-1011.00	First-Line Supervisors/Managers of Correctional Officers
12.20120	Rescue Workers	29-2041.00	Emergency Medical Technicians and Paramedics



**Law, Public Safety and Security Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway**

Occupational Specialties		Related SOC/O*NET Occupation	
Code	Title	Code	Title
<b>12.30000</b>	<b>Security and Protective Services Pathway</b>		
12.30010	Computer Security	15-1071.01	Computer Security Specialists
12.30020	Computer Forensics Examiner	29-1069	Physicians and Surgeons, All Other
12.30030	Executive Protection	33-9032.00	Security Guards
12.30040	Gaming Surveillance	33-9031.00	Gaming Surveillance Officers and Gaming Investigators
12.30050	Information Security	15-1071.01	Computer Security Specialists
12.30060	Information Technology Security	15-1071.01	Computer Security Specialists
12.30070	Armored Car Guards	33-9032.00	Security Guards
12.30080	Industrial Espionage Security	33-1099.00	First-Line Supervisors/Managers, Protective Service Workers, All Other
12.30090	Life Guard, Ski Patrol, Recreation	33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
12.30100	Protection Services	33-9021.00	Private Detectives and Investigators
12.30110	Physical Property Security	33-9021.00	Private Detectives and Investigators
12.30120	Private Security Specialist	33-9021.00	Private Detectives and Investigators
12.30140	Security Guard	33-9032.00	Security Guards
<b>12.40000</b>	<b>Law Enforcement Services Pathway</b>		
12.40010	Animal Control Officer	33-9011.00	Animal Control Workers
12.40020	Bailiffs	33-3011.00	Bailiffs
12.40030	Child Support	33-3021.04	Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
12.40040	Missing Persons	33-3021.04	Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
12.40050	Unemployment Fraud Investigators	33-3021.04	Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
12.40060	Criminal Investigators and Special Agents	33-3021.01	Police Detectives
12.40060	Criminal Investigators and Special Agents	33-3021.02	Police Identification and Records Officers
12.40060	Criminal Investigators and Special Agents	33-3021.03	Criminal Investigators and Special Agents
12.40070	Gaming Investigator	33-9031.00	Gaming Surveillance Officers and Gaming Investigators
12.40080	Bomb Technician	19-4099.00	Life, Physical, and Social Science Technicians, All Other
12.40090	Game Enforcement Officer	33-3031.00	Fish and Game Wardens

**Law, Public Safety and Security Career Cluster: Occupational Specialties and Related O\*NET Occupations,  
Sequenced by Career Pathway**

Occupational Specialties		Related SOC/O*NET Occupation	
Code	Title	Code	Title
12.40100	Highway Patrol Pilots	53-2011.00	Airline Pilots, Copilots, and Flight Engineers
12.40110	Immigration and Customs Inspectors	33-3021.05	Immigration and Customs Inspectors
12.40120	Mgr/Supv. Police and Detectives	33-1012.00	First-Line Supervisors/Managers of Police and Detectives
12.40130	Police Detectives and Criminal Investigators	33-3021.01	Police Detectives
12.40130	Police Detectives and Criminal Investigators	33-3021.02	Police Identification and Records Officers
12.40130	Police Detectives and Criminal Investigators	33-3021.03	Criminal Investigators and Special Agents
12.40140	Police, Fire and Ambulance Dispatchers	43-5031.00	Police, Fire, and Ambulance Dispatchers
12.40150	Police and Patrol Officers	33-3051.00	Police and Sheriff's Patrol Officers
12.40150	Police and Patrol Officers	33-3051.01	Police Patrol Officers
12.40150	Police and Patrol Officers	33-3051.02	Highway Patrol Pilots
12.40160	Private Detectives and Investigators	33-9021.00	Private Detectives and Investigators
12.40170	Sheriffs and Deputy Sheriffs	33-3051.03	Sheriffs and Deputy Sheriffs
12.40180	Training Officer	33-1012.00	First-Line Supervisors/Managers of Police and Detectives
12.40190	Transit and Railroad Police	33-3052.00	Transit and Railroad Police
12.40200	Park Ranger	33-9099.00	Protective Service Workers, All Other
12.40210	Evidence Technician	19-4092.00	Forensic Science Technicians
12.40220	Federal Marshall	33-3021.03	Criminal Investigators and Special Agents
<b>12.50000</b>	<b>Legal Services Pathway</b>		
12.50010	Administrative Law Judge	23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers
12.50020	Lawyers	23-1011.00	Lawyers
12.50030	Magistrate	23-1023.00	Judges, Magistrate Judges, and Magistrates
12.50040	Law Clerk	23-2092.00	Law Clerks
12.50050	Legal Asst./Paralegal	23-2011.00	Paralegals and Legal Assistants
12.50060	Judge	23-1023.00	Judges, Magistrate Judges, and Magistrates
	<b>Insufficient information to classify:</b>		
	12.10060 - Paraprofessional or Volunteer Coordinator		
	12.30130 - Retain Security		

## **Section V – Cluster Profile Advisory Committee List**



# Career Cluster Profile

**Cluster Name:** Law, Public Safety & Security

**Project Lead States:** Arkansas

**Project Lead State Contact Information:**

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**Cluster Coordinator:** Greg Dewald

**Cluster Definition:** Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**Cluster Pathways:** Correction Services; Emergency and Fire Management Services; Security and Protective Services; Law Enforcement Services; Legal Services

**Cluster Partners:** List attached.

**Number of cluster partners in each of the following categories:**

<b>Postsecondary Education:</b>	<u>8</u>
<b>Secondary Education:</b>	<u>5</u>
<b>Business &amp; Industry</b>	<u>8</u>
<b>Labor</b>	<u>2</u>
<b>Associations</b>	<u>8</u>
<b>Government Agencies</b>	<u>13</u>

# Deliverable #1: Law, Public Safety & Security State Cluster Advisory Committee (SCAC) Members

(Note: Organize member names alphabetically by CAREER PATHWAYS the members represent.

For final copy of this document, please designate the Advisory Committee Chair with an "\$" and Executive Committee members with a "#" by their names.)

Updated 2/8/02

Name	Job Title	Organization/Company/School	Address	City	State, ZIP	Phone	E-mail	Pathway
Rosie Abreu		Bexar County Juvenile Probation Department	233 E. Mitchell St.	San Antonio	TX 78210	210-531-1941	rabreu@co.bexar.tx.us	Correction Services
Dave Allison Pathway Chair		Volunteer Firefighter, Military Investigator (Ret.)	58 Billy Goat Mtn. Rd.	Vilonia	AR 72173		cynthiafriday-allison@littlerock.af.mil	Emergency and Fire Management services
Don Barrington				Lawton	OK	580-353-8663	Dbarr7741@aol.com	
Marilyn Bassett-Lance			1000 Connecticut Ave. N.W. 13 <sup>th</sup> floor	Washington	DC 20036	202-261-4151	mbassett@nncpc.org	
Debbie Brooks	Dir. of Adm.	UMKC School of Law	5100 Rockhill Road	Kansas City	MO 64110-2499	816-235-1672	Brooksdv@umkc.edu	Legal Services
James Burton						501-321-5284	jlbarton@fs.fed.us	
Esther Camacho						512-463-9446	ycamacho@tea.state.tx.us	
Joe Coffee Cluster Vice Chair	Exec. Dir.,	Public Safety Initiatives National Association of Partners in Education	901 N. Pitt St., Ste. 320	Alexandria	VA 22314-1536	703-836-4880	jnc11@msn.com jcoffee@napelhq.org	Security and Protective Services
John Davidson Pathway Chair	Deputy Dir.	Arkansas Department of Workforce Education	Three Capitol Mall Luther S. Hardin Bldg. 406D	Little Rock	AR 72201-1083	501-682-1271	john.davidson@mail.state.ar.us	
Dan DePietro	Criminal Justice Instructor	Raymond P. Hewes Technical Education Center	2615 N. Maple Ave.	Ashville	NY 14710	716-763-1801 ext.3044	dan_depietro@hotmail.com	
Greg Dewald	Cluster Coordinator	Law and Public Safety	1500 W. Seventh Ave.	Stillwater	OK 74074-4364	405-743-5446 866-438-8873	gdewa@careerclusters.org	
Hervey Galloway,	Area Supv	Technical and Professional Education Arkansas Department of Workforce Education	Three Capitol Mall Luther S. Hardin Bldg. 505D	Little Rock	AR 72201-1083	501-682-1271	hervey.galloway@mail.state.ar.us	
Dave Gilmore	CPP, Chairman	ASIS Academic Programs in Colleges and Universities Council	P.O. Box 4238	Arlington	VA 22204	703-685-0826	Dgi.csfg@starpower.net	
Rob Gray			650 Mass. Ave. Suite 3100	Washington	D.C. 20534	912-261-4181	rgray@fletc.treas.gov	
John Greene			4380 Forbes Blvd.	Lanham	MD 20706	301-918-1868	jackg@aca.org	
Chris Hertig		York College of Pennsylvania Behavioral Sciences Dept. Criminal Justice		York	PA 17405	717-846-7788	chertig@ycp.edu	

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Name	Job Title	Organization/Company/School	Address	City	State, ZIP	Phone	E-mail	Pathway
Lillian Kersh		Emergency Admin. & Mgmt. Arkansas Tech University	Doc Bryan Student Serv. Ctr	Russellville	AR 72801	201-498-6056	lily.kersh@mail.arktech.edu	Emergency and Fire Management services
Rick Mayes	Training Officer	Springdale Police Dept	201 N. Spring St.	Springdale	AR 72762	501-750-8158		Law Enforcement
Rae Jean McCall	Executive Director	Kansas City Bar Association	1125 Grand Blvd., Suite 400	Kansas City	MO 64106-2503	816-474-4322	rjmccall@kcmba.org	Legal Services
Mabel McKinney-Browning	Dir.	Div. for Public Education American Bar Association	541 N.Faribands Ct.	Chicago	IL 60611	312-988-5731	mckinneyb@staff.abanet.org	Legal Services
Bob McMahan	Director	Arkansas Office of the Prosecutor	323 Center Stie 750 St	Little Rock	AR 72201	501-682-3670		Legal Services
Juan E. Milanes	Assistant Director	Executive Office for United States Attorneys, U.S. Department of Justice	600 E Street N.W., Room 2300	Washington	DC 20530	202-514-3982	Juan.E.Milanes@usdoj.gov	Law Careers
Derek Moore		Little Rock Career Development Center	Two State Capitol Mall	Little Rock	AR 72201	501-682-7719	derek.moore.aesd@mail.state.ar.us	Legal Services
Dale T. Mooso <b>Cluster Chair</b>		San Antonio College	1300 San Pedro Ave.	San Antonio	TX 78212-4299	210-785-6341	dmooso@accd.edu	Corrections
Kevin Peterson	CPP, President	Innovative Protective Solutions	P.O. Box 5066	Herndon	VA 20172	703-318-7181	jpconsulting@mindspring.com	
James Richardson	Director	Fire Science San Antonio College	1300 San Pedro Ave.	San Antonio	TX 78212	210-733-2187	jrichard@moment.net	
Bob Satkowski	Deputy Director	Standards Comm. on Law Enf. Std. & Tr	4 State Police Plaza Drive	Little Rock	AR 72209	501-682-2260	robert.satkowski@asp.state.ar.us	Law enforcement Services
Ede Slovin <b>Pathway Chair</b>		Adult Education Services Seminole Community College	100 Weldon Boulevard	Sanford	FL 32773-6199	407-328-2127	slovin@scc-fl.com	Legal – Pathway Chair
Mary Jane Spivey			115 Auditorium Ct.	San Antonio	TX 78205	210-207-8580	mspivey@sanantonio.gov	
Regina St. George			1770 Twin Towers East 205 Butler East	Atlanta	GA 30334	404-463-6404	RstGeorge@doc.k12.ga.us	
Michael Stack, David Gilmore, Jason Stoddard	Exec. Director PFC	American Society for Industrial Security Crime Prevention, Office of the Sheriff, Charles County, MD	1625 Prince St 6855 Crain Highway P.O Box 189	Alexandria La Plata	VA22314-2818 MD 20646			Security and Protective Services Law Enforcement Services
Bernard Thompson Dr. S. Tracy Trussell		Technical Writer	623 Moose Court	Loveland	CO 80537-5290	970-667-8121	betsat90@hotmail.com mountaint@earthlink.net	
Loretta Veney	CPP	Superior Training Solutions	6202 Armor Drive	Clinton	MD 20735	301-877-3100	lwveney@aol.com	
Will Wainwright	Dean	Louisiana Technical College,	P.O. Box 489	Hammond	LA	985-543-4120	wwainwright@lctcs.s	Emergency and Fire

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Name	Job Title	Organization/ Company/School	Address	City	State, ZIP	Phone	E-mail	Pathway
		Hammond Area Campus			70404-0489	Ext. 104	tate.la.us	Management services
Samuel Williams <b>Pathway Chair</b>	Pres.	Memphis Police Association	638 Jefferson Ave	Memphis	TN 38105	901-523-7075	Info@memphispolice assoc.com	Law enforcement Services
Mike Winter	Firefighter	Conway Fire Dept.	1401 Caldwell	Conway	AR 72034	: 501-450-6143	winter@cyberback.com	Emergency and Fire Management services
John Wyvill,	Director	Arkansas Rehabilitation Services	11616 Brookwood Drive	Little Rock	AR 72202	501-296-1616		Law enforcement Services
Sandra Young		Conroe High School	3200 W. Davis St	Conroe	TX 77304-2098	936-760-6648		Law enforcement Services



## **Section VI – Credentials**



## Deliverable #2: Law, Public Safety & Security Sample List of Existing Credentials (includes licenses, education and industry certificates, as well as postsecondary degree options) Updated 02/26/02

Education and Industry Licenses			
Title/Type/Descriptor of Licensing Program	Licensing Organization	Source for Contact Information	
Animal Control Officer	(Varies from State to State)	www.careertools.org Search under <i>Licensed Occupations</i> by specific Law, Public Safety and Security occupations, by state, or by agency	
Bail Bond Agent	(Varies from State to State)		
Bail Bondsman	(Varies from State to State)		
Bail Recovery Agent	(Varies from State to State)		
Canine Security Handler/Trainer	(Varies from State to State)		
Fire Arms Instructor	(Varies from State to State)		
Fish and Game Warden	(Varies from State to State)		
Highway Patrol Officer	(Varies from State to State)		
Jailer	(Varies from State to State)		
Law Enforcement Personnel	(Varies from State to State)		
Law enforcement Telecommunicator	(Varies from State to State)		
Law Enforcement Training Officer	(Varies from State to State)		
Nuisance Wildlife Control Officer	(Varies from State to State)		
Peace Officer Certification	(Varies from State to State)		
Police Detective	(Varies from State to State)		
Police Officer	(Varies from State to State)		
Police Patrol Officer	(Varies from State to State)		
Polygraph Examiner	(Varies from State to State)		
Process Server	(Varies from State to State)		
Private Detective	(Varies from State to State)		
Private Investigator	(Varies from State to State)		
State Trooper	(Varies from State to State)		
Ambulance Attendant	(Varies from State to State)		
Emergency Medical Dispatcher	(Varies from State to State)		
Emergency Medical Technician (Basic)	(Varies from State to State)		
Emergency Medical Technician (First Responder)	(Varies from State to State)		
Emergency Medical Technician (Intermediate EMT-I)	(Varies from State to State)		
Emergency Medical Technician – Critical Care	(Varies from State to State)		
Emergency Rescue Technician	(Varies from State to State)		
Fire Fighter	(Varies from State to State)		
Fire Inspector	(Varies from State to State)		
Fire Instructor	(Varies from State to State)		

Fire Alarm System Inspector	(Varies from State to State)	
Fire-Extinguisher Sprinkler Inspector	(Varies from State to State)	
Fire Sprinkler System Contractors	(Varies from State to State)	
Fire Officer	(Varies from State to State)	
Fire service Driver/Operator	(Varies from State to State)	
Hazardous Materials Technician (Fire Service)	(Varies from State to State)	<a href="http://www.careertools.org">www.careertools.org</a> Search under <i>Licensed Occupations</i> by specific Law, Public Safety and Security occupations, by state, or by agency
Medical Response Technician	(Varies from State to State)	
Paramedic	(Varies from State to State)	
Private Detective – Fire Investigator	(Varies from State to State)	
Public Fire and Life Safety Educator	(Varies from State to State)	
Safety Officer (Fire Service)	(Varies from State to State)	
Attorney	(Varies from State to State)	
Attorney-At-Law	(Varies from State to State)	
Circuit Court Clerk	(Varies from State to State)	
Coroner, Deputy	(Varies from State to State)	
Court Reporter	(Varies from State to State)	
Lawyer	(Varies from State to State)	
Paralegal	(Varies from State to State)	
Armored Car Guard	(Varies from State to State)	
Protective Agent	(Varies from State to State)	
Security Guard	(Varies from State to State)	
Security Officer (Armed and Unarmed)	(Varies from State to State)	
Corrections Officer	(Varies from State to State)	
Corrections Officer Instructor	(Varies from State to State)	
Corrections Probation Officer	(Varies from State to State)	
Guard	(Varies from State to State)	

## Education and Industry Certificates

Title/Type/Descriptor of Certification Program	Issuing Organization	Source for Contact Information
Board Certified in Litigation Management -Expert Witness	Professional Certification Board (PCB)	<a href="http://pcb.lincoln-grad.org/bclm.html">http://pcb.lincoln-grad.org/bclm.html</a>
Certified Security Trainer (CST)	Academy of Security Educators and Trainers (ASET)	<a href="http://www.personalprotection.com/aset/default.htm">http://www.personalprotection.com/aset/default.htm</a>
Diplomate of the American Board of Criminalistics	American Board of Criminalistics (ABC)	<a href="http://www.criminalistics.com/ABC/">http://www.criminalistics.com/ABC/</a>
Fellow of the American Board of Criminalistics	American Board of Criminalistics (ABC)	<a href="http://www.criminalistics.com/ABC/">http://www.criminalistics.com/ABC/</a>
Diplomate of the American Board of Emergency Medicine	American Board of Emergency Medicine (ABEM)	<a href="http://www.abem.org/">http://www.abem.org/</a>
Diplomate in Forensic Dentistry	American Board of Forensic Dentistry	<a href="http://www.acfe.com/public/articles/index.cfm?cat=2">http://www.acfe.com/public/articles/index.cfm?cat=2</a>
Diplomate of the American Board of Forensic Document Examiners	American Board of Forensic Document Examiners (ABFDE)	<a href="http://www.abfde.org/">http://www.abfde.org/</a>

Board Certified Forensic Examiner (BCFE)	American Board of Forensic Examiners (ABFE)	<a href="http://www.acfe.com/public/articles/index.cfm?cat=2">http://www.acfe.com/public/articles/index.cfm?cat=2</a>
Diplomate in Forensic Medicine	American Board of Forensic Medicine	<a href="http://www.acfe.com/public/articles/index.cfm?cat=2">http://www.acfe.com/public/articles/index.cfm?cat=2</a>
Diplomate in Forensic Psychology	American Board of Forensic Psychology	<a href="http://www.abfp.com/">http://www.abfp.com/</a>
AACE Code Enforcement Officer; AACE Housing Enforcement Officer; AACE Zoning Enforcement Officer	American Association of Code Enforcement (AACE)	<a href="http://www.aace1.com/">http://www.aace1.com/</a>
Fellow, American College of Forensic Examiners	American College of Forensic Examiners (ACFE)	<a href="http://www.acfe.com/">http://www.acfe.com/</a>
Certified Protection Professional (CPP)	American Society for Industrial Security (ASIS)	<a href="http://www.asisonline.org/">http://www.asisonline.org/</a>
Certified Evidence Photographer (Civil Evidence Photography) (CEP); Certified Evidence Photographer (Law Enforcement Photography) (CEP)	Business Espionage Controls and Countermeasures Association Evidence Photographers International Council (EPIC)	<a href="http://www.becca-online.org">http://www.becca-online.org</a> <a href="http://www.epic-photo.org/">http://www.epic-photo.org/</a>
Certified Fire Protection Specialist (CFPS)	National Fire Protection Association (NFPA)	<a href="http://www.nfpa.org/ProfessionalDev/CertificationPrograms/CertificationPrograms.asp">http://www.nfpa.org/ProfessionalDev/CertificationPrograms/CertificationPrograms.asp</a>
Certified Hazard Control Manager, Associate Level (CHCM) Certified Hazard Control Manager, Master Level (CHCM) Certified Hazard Control Manager, Senior Level (CHCM) Registered Hazard Control Technician	Board of Hazard Control Management	<a href="http://safety.army.mil/pages/ep12/hcert.html">http://safety.army.mil/pages/ep12/hcert.html</a>
Certified Hazardous Materials Manager (Master Level) Certified Hazardous Materials Manager (Senior Level)	Institute of Hazardous Material Management / IHMM	<a href="http://www.ihmm.org/">http://www.ihmm.org/</a>
Certified Fire Investigator (CFI)	International Association of Arson Investigators (IAAI) International Association of Emergency Managers (IAEM) International Fire Code Institute (IFCI)	<a href="http://www.firearson.com/">http://www.firearson.com/</a> <a href="http://www.iaem.com/">http://www.iaem.com/</a> <a href="http://www.ifci.org/">http://www.ifci.org/</a>
Company Officer Fire Code Inspector Underground Storage Tank Catholic Protection Certification Underground Storage Tank Decommissioning Certification Underground Storage Tank Installation/ Retrofitting Certification Underground Storage Tank Tightness Testing Certification Uniform Fire Code Inspector		
Certified Protection Officer (CPO); Certified Security Supervisor (CSS)	International Foundation for Protection Officers /IFPO	<a href="http://www.ifpo.org/">http://www.ifpo.org/</a>

Certified Civil and Criminal Investigator (CCCI) Certified Civil Process Officer (CCPO) Certified Financial Fraud Investigator (CFFI) Certified Fire and Arson Investigator (CFAI) Certified Insurance Investigator (CII) Certified International Courier (CIC); Certified International Investigator (CII); Certified Missing Persons Investigator (CPI); Certified Professional Investigator (CPI); Certified Protection Specialist (CPS); Certified Security Consultant (CSC); Certified Legal Assistant (CLA); Certified Legal Assistant Specialist	International Security and Detective Alliance (ISDA)	Box 6303 Corpus Christi, TX 78466-6303 Contact: H. Roehm
Certified Legal Investigator (CLI) Accredited Legal Secretary (ALS); Certified Professional Legal Secretary (PLS)	National Association of Legal Assistants (NALA) National Association of Legal Investigators (NALI) National Association of Legal Secretaries (International) (NALS)	<a href="http://www.nala.org/">http://www.nala.org/</a> <a href="http://www.nalionline.org/">http://www.nalionline.org/</a> <a href="http://www.hg.org/cgi-bin/redir.cgi?url=http://www.nals.org/">http://www.hg.org/cgi-bin/redir.cgi?url=http://www.nals.org/</a>
Certified Fire Investigation Instructor; Certified Fire and Explosion Investigator (CFEI)	National Association of Fire Investigators (NAFI)	<a href="http://www.nafi.org/">http://www.nafi.org/</a>
Civil Trial Advocate Criminal Trial Advocate Family Law Trial Advocate Certified Emergency Manager (CEM)	National Board of Trial Advocacy (NBTA) International Association of Emergency Managers (IAEM)	<a href="http://www.nbta.net.org/">http://www.nbta.net.org/</a> <a href="http://www.iaem.com/">http://www.iaem.com/</a>
Certified Manager of Reporting Services (CMRS) Certified Realtime Reporter (CRR) Registered Professional Reporter (RPR) Certified Legal Video Specialist (CLVS) Certified Program Evaluator (CPE) Certified Reporting Instructor (CRI) Master Certified Reporting Instructor (MCRI) Registered Diplomate Reporter (RDR) Registered Merit Reporter (RMR)	National Court Reporters Association (NCRA)	<a href="http://www.ncraonline.org/">http://www.ncraonline.org/</a>
Certified Jail Technician Personal Protection Specialist (PPS) First Responder Registered EMT – Basic Registered EMT - Intermediate Registered EMT - Paramedic Certified Security Trainer (CST)	National Fire Protection Association International (NFPA) National Sheriff's Association (NSA) Nine Lives Association (NLA) National Registry of Emergency Medical Technicians (NREMT) Academy of Security Educators and Trainees (ASET)	<a href="http://www.nfpa.org/Home/index.asp">http://www.nfpa.org/Home/index.asp</a> <a href="http://www.sheriffs.org/">http://www.sheriffs.org/</a> <a href="http://www.personalprotection.com/associates/">http://www.personalprotection.com/associates/</a> <a href="http://www.nremt.org/about/nremt_news.asp">http://www.nremt.org/about/nremt_news.asp</a> <a href="http://www.personalprotection.com/aset/default.htm">http://www.personalprotection.com/aset/default.htm</a>


### Postsecondary Degree Options

Title/Type/Descriptor of Degree Program	Degree Conferring Organization	Source for Contact Information
Legal Administrative Assistant/Secretary		<a href="http://www.careertools.org">www.careertools.org</a> Search under the topic <i>Training &amp; Education</i>
Wildlife & Wildlands Management		
Law (L.L.B., J.D.)		
Paralegal/Legal Assistant		
Pre-Law Studies		
Corrections/Correctional Administration		
Criminal Justice/Law Enforcement Administration		
Fire Science/Firefighting		
Forensic Technology/Technician		
Law Enforcement/Police Science		
Security & Loss Prevention Services		
Clinical Psychology		
Criminology		





## **Section VII – Validation Overview/ Results**





## VALIDATION REPORT

### *Background*

Cluster advisory committees made up of business and industry representatives, secondary/postsecondary educators, associations/organizations, government agencies and other stakeholders developed and conducted an initial review of the knowledge and skills statements. From July 15, 2002 through August 15, 2002, the States' Career Clusters Initiative conducted a national online validation of the knowledge and skill statements. The validation rated the degree of commonality and importance of each statement (see tables below). Each Cluster Committee reviewed the knowledge and skill ratings as well as any written responses to a particular statement. Likewise, each committee determined the appropriate action to take with regard to this data.

### **Cluster Question:**

Question #1 : Is the knowledge and skill statement common to all <a href="#">occupations</a> across the cluster ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
---	--

### **Pathway Question:**

Question #1 : Is the knowledge and skill statement common to all <a href="#">occupations</a> across the pathway ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
---	--

### **Rating Key:**

<b>Question #1:</b> <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Common to a few (25% or less) <input type="checkbox"/> Common to some (25 - 50%) <input type="checkbox"/> Common to many (51 - 75%) <input type="checkbox"/> Common to most (76 - 100%)	<b>Question #2:</b> <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Critical
--	---

### *General Validation Statistics for the Eleven Clusters*

Total Number of Respondents: 1133 completed profiles, 828 completed validation

Number of States/Others Represented: All 50 states/5 other

Overall profiles of respondents:

Organization Type

Business/Industry – 17.3 %

State Agency – 13.4 %

Federal Agency – 2.4 %

Association – 6.2 %

Secondary Education – 36.5 %

Postsecondary Education – 14.1 %

Other – 10.1 %

Average # of Years of Experience: 18.3 years

### *Law, Public Safety and Security Cluster Validation Statistics*

Total Number of Respondents: 98

Number of States/Others Represented: 34

Overall profiles of respondents:

Organization Type

Business/Industry – 10.2 %

State Agency – 15.3 %

Federal Agency – 12.2 %

Association – 5.1 %

Secondary Education – 8.2 %

Postsecondary Education – 5.1 %

Other – 43.9 %

Average # of Years of Experience: 17.4 years

# Cluster Responses

Ratings of "Don't Know" are not included in this report.

Cluster Responses													
Ratings of "Don't Know" are not included in this report.													
StatementCode		StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
Cluster: Law, Public Safety and Security													
LWC02.01	Comprehend and use reading strategies to learn meanings, technical concepts, vocabulary, and follow instructions.		85	3.80	0	2	13	70	3.71	0	2	21	62
LWC02.02			86	3.52	1	4	30	51	3.36	1	5	42	38
LWC02.03			84	3.57	1	5	23	55	3.42	0	7	35	42
LWC02.04			83	2.80	5	25	35	18	2.86	1	22	48	12
LWC02.05			84	3.60	2	3	22	57	3.37	0	9	35	40
LWC02.06	Apply active listening skills to obtain and clarify information.		84	3.68	1	4	16	63	3.58	0	3	29	52
LWC02.07			84	2.77	8	23	33	20	2.73	2	29	43	10
LWC03.01	Use critical thinking skills to create solutions to problems.		84	3.67	1	3	19	61	3.71	0	2	20	62
LWC03.02			83	3.41	0	12	25	46	3.45	0	6	34	43
LWC04.01	Use Personal information Management (PIM)/ Productivity applications.		71	2.65	3	30	27	11	2.58	2	32	31	6
LWC04.02			84	3.11	4	14	35	31	2.73	3	30	38	13
LWC04.03			82	2.94	4	21	33	24	2.66	2	34	36	10
LWC04.04			81	2.86	11	18	23	29	2.88	5	17	42	17
LWC04.05			80	2.36	12	36	23	9	2.46	5	39	30	6

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWC04.06	Use Spreadsheet applications.	82	2.09	25	33	16	8	2.24	10	47	20	5
LWC04.07	Use Database applications.	78	2.38	17	27	21	13	2.47	4	38	31	5
LWC04.08	Use Collaborative/Groupware applications.	68	1.99	19	37	6	6	2.18	9	40	17	2
LWC04.09	Use Geographic Information/ Global Positioning (GIS/GPS) applications.	71	2.03	27	22	15	7	2.41	8	34	21	8
LWC04.10	Use Computer Operations applications.	76	2.83	10	17	25	24	2.82	5	19	37	15
LWC05.01	Research appropriate sources to explain the origins and history of the American legal system.	73	2.01	28	23	15	7	2.26	11	36	22	4
LWC05.02	Detail activities in branches of government to explain the role of the legislative and judicial branches of government.	67	2.15	22	23	12	10	2.39	10	29	20	8
LWC05.03	Examine components of the Criminal Justice System and the Civil Justice System to recognize the differences between the two.	71	2.42	16	23	18	14	2.61	8	22	31	10
LWC06.01	Maintain a safe work environment.	80	3.73	2	3	10	65	3.73	0	4	14	62
LWC06.02	Research records and reports to demonstrate knowledge of the safety, health and environmental responsibilities of those in Law, Public Safety and Security professions.	78	2.86	13	14	22	29	2.94	3	20	34	21
LWC06.03	Apply basic first aid and CPR.	80	3.26	6	15	11	48	3.35	1	11	27	41
LWC07.01	Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities.	81	2.98	6	14	37	24	3.09	2	13	42	24
LWC07.02	Demonstrate the knowledge and skills to collaborate in projects and work activities.	78	3.21	4	8	34	32	3.14	1	8	48	21
LWC08.01	Practice personal, ethical behavior to demonstrate commitment to professional ethics and legal responsibilities.	81	3.83	0	3	8	70	3.84	0	0	13	68
LWC08.02	Display integrity in your actions to demonstrate a commitment to ethical behavior in the performance of job duties.	79	3.81	0	4	7	68	3.81	0	0	15	64

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWC08.03	List laws, ordinances, regulations, and organizational rules careers in law, public safety and security.	73	3.19	3	11	28	31	3.19	0	10	39	24
LWC08.04	Identify strategies for individuals and organizations to respond to unethical and illegal actions in different workplace situations.	78	3.10	8	10	26	34	3.27	1	9	36	32
LWC09.01	Research reliable sources to demonstrate the technical knowledge and skills required to pursue the full range careers for this cluster.	77	2.81	9	17	31	20	2.88	2	17	46	12
LWC09.02	Demonstrate knowledge of the different career options and their career paths in the Law, Public Safety and Security career fields.	74	2.76	9	20	25	20	2.64	2	31	33	8
LWC09.03	Demonstrate knowledge and skills required to seek, apply, and accept employment.	78	3.51	1	7	21	49	3.35	1	5	38	34
LWC09.04	Develop positive work behaviors and personal qualities to fulfill professional demands in the Law, Public Safety and Security career fields.	77	3.65	1	6	12	58	3.57	0	5	23	49
LWC09.05	Compare career fields to develop a personal perspective.	73	2.89	6	23	17	27	2.67	2	32	27	12
<b>Totals:</b>		<b>2828</b>	<b>3.01</b>	<b>285</b>	<b>560</b>	<b>774</b>	<b>1209</b>	<b>3.01</b>	<b>101</b>	<b>667</b>	<b>1118</b>	<b>942</b>

# Pathway Response

Ratings of "Don't Know" are not included in this report.

Pathway Response													
Ratings of "Don't Know" are not included in this report.													
StatementCode		StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
Cluster: Law, Public Safety and Security													
Pathway: Correction Services													
LWPA08.01	Apply anger management techniques to resolve conflicts and reduce anger.	8	3.75	0	0	2	6	3.50	0	0	4	4	4
LWPA08.02	Evaluate the surrounding environment for signs of potential problems and or danger.	8	3.88	0	0	1	7	3.88	0	0	1	7	7
LWPA09.01	Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects in a correctional environment.	8	2.50	2	1	4	1	2.63	1	2	4	1	1
LWPA09.02	Demonstrate the knowledge and skills to collaborate in projects and work activities.	8	2.75	2	0	4	2	3.00	0	2	4	2	2
LWPA10.01	Become certified in first aid and CPR in order to apply those skills as needed in emergencies.	8	3.63	0	1	1	6	3.63	0	0	3	5	5
LWPA10.02	Research appropriate laws and documents to ensure compliance with Federal and State laws.	8	2.13	1	5	2	0	2.75	0	3	4	1	1
LWPA11.01	Use information technology systems to track offenders.	8	2.75	1	2	3	2	2.88	0	3	3	2	2
LWPA12.01	Apply standard operational procedures used in the criminal justice system.	7	3.71	0	0	2	5	3.43	0	0	4	3	3
LWPA13.01	Research reliable sources to find an area of law and public safety where your physical and mental abilities would gain you employment.	7	3.14	1	0	3	3	2.86	0	3	2	2	2
LWPA13.02	Exhibit the skills and drive to seek, apply for, and accept employment.	8	3.63	0	0	3	5	3.25	0	1	4	3	3
LWPA13.03	Plan continuing education and other positive pursuits to promote career advancement.	8	2.63	0	4	3	1	2.88	0	1	7	0	0
LWPA14.01	Identify important historical events to demonstrate knowledge of Correctional Systems and Practices.	7	1.57	4	2	1	0	2.00	1	5	1	0	0



StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPA14.02	Research appropriate sources to explain the origins and history of the American justice system.	8	1.50	4	4	0	0	1.50	4	4	0	0
LWPA14.03	Apply psychology principles to deal with erratic human behavior.	8	3.13	0	1	5	2	3.13	0	1	5	2
LWPA15.01	Apply active listening skills to obtain and clarify information provided in oral communications.	8	3.50	0	1	2	5	3.38	0	1	3	4
LWPA15.02	Use verbal and oral communications skills to demonstrate academic preparation.	8	2.88	1	2	2	3	2.88	0	3	3	2
LWPA15.03	Use conflict resolution skills and knowledge to resolve conflicts among individuals (—see “Conflict Resolution Education: Program Report” 1996, US Department of Education and Justice; Donna Crawford and Richard Bodine).	8	2.88	1	1	4	2	3.13	1	1	2	4
LWPA15.04	Interpret nonverbal communication messages to discern facts from fabrication.	8	3.50	0	1	2	5	3.38	0	1	3	4
LWPA15.05	Write accomplished materials to demonstrate specific academic writing strategies.	7	1.86	4	0	3	0	2.43	1	2	4	0
LWPA16.01	Apply constitutional laws and laws of correction systems to assure zero errors in performance.	7	2.86	2	0	2	3	3.29	0	1	3	3
LWPA16.02	Research appropriate resources to demonstrate the use of the Constitution’s protection regarding search and seizure.	7	1.71	4	1	2	0	2.29	1	3	3	0
LWPA16.03	Demonstrate knowledge and understanding of the U.S. legal system and the implications for Correction Services.	7	2.71	2	0	3	2	2.71	0	3	3	1
LWPA16.04	Analyze appropriate techniques, select, and manage crisis situations to protect individuals and society.	8	3.00	0	3	2	3	3.13	0	2	3	3
LWPA16.05	Gain knowledge of mental disorders, physical disabilities, communication disorders, and unusual behaviors to select the appropriate method and procedure to identify, communicate, and assist individuals requiring correctional officer assistant.	8	3.13	1	0	4	3	3.13	0	2	3	3

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPA16.06	Interact with prisoners to promote concern for persons with disabilities and other specific groups of people.	8	2.88	1	1	4	2	3.00	1	0	5	2
LWPA16.07	Perform law enforcement duties to reduce or address sexual harassment or abuse.	7	2.71	0	4	1	2	3.14	0	1	4	2
LWPA16.08	Select appropriate times to use deadly force and appropriately select from force continuum.	7	2.71	1	2	2	2	3.43	0	2	0	5
<b>Cluster: Law, Public Safety and Security</b>												
<b>Pathway: Emergency &amp; Fire Management Services</b>												
LWPB01.01	Speak well, write effectively and use equipment professionally to communicate effectively.	37	3.59	1	4	4	28	3.76	0	0	9	28
LWPB01.02	Operate radio communication systems to convey and receive information.	36	3.22	3	5	9	19	3.44	1	2	13	20
LWPB02.01	Apply emergency response skills to manage an incident scene as the first responder (until relieved by superior officer).	36	3.06	3	6	13	14	3.50	0	3	12	21
LWPB03.01	Maintain up-to-date use of information technology application.	35	2.94	2	8	15	10	3.20	0	3	22	10
LWPB04.01	Understand mission common objectives to commit to the missions of emergency and fire services, which are to save lives and protect property.	36	3.61	1	3	5	27	3.67	0	0	12	24
LWPB05.01	List local, state and federal regulations pertaining to safety issues.	36	2.97	3	10	8	15	3.06	0	7	20	9
LWPB06.01	Establish an institutional professional growth plan to develop team building and leadership skills.	36	2.94	2	8	16	10	2.97	2	4	23	7
LWPB07.01	List laws, ordinances, regulations, and organizational rules that define guidelines that govern emergency fire management.	35	2.74	4	9	14	8	3.06	0	5	23	7
LWPB08.01	Compare career fields for firefighter, emergency medical technicians, and Emergency Management Agency Personnel, and related careers to develop a personal perspective.	33	2.88	1	10	14	8	2.67	2	10	18	3

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPB09.01	Draw on response skills to handle emergency situations from minor medical and fire emergencies to area-wide incidents.	34	3.06	5	3	11	15	3.53	0	2	12	20
LWPB09.02	Know operational and repair requirements to maintain equipment in an in-service condition for all emergencies.	34	2.65	7	8	9	10	3.24	1	5	13	15
LWPB09.03	Study equipment and applications to use fire service equipment correctly.	30	2.70	4	10	7	9	3.27	1	3	13	13
LWPB09.04	Evaluate fire remains for cause and determination.	29	2.03	8	13	7	1	2.72	2	6	15	5
LWPB09.05	Study fire codes to identify fire codes and regulations.	30	2.20	4	16	10	0	2.73	0	11	16	3
LWPB09.06	Examine appropriate parameters to develop pre-fire plans.	29	2.38	3	15	8	3	3.03	1	2	21	5
LWPB09.07	Develop and implement an appropriate Incident Command System.	35	3.23	2	5	11	17	3.66	0	2	8	25
LWPB09.08	Know icons and codes required to recognize materials marked hazardous.	34	3.32	0	7	9	18	3.59	0	2	10	22
LWPB09.09	Recognize hazardous materials transportation modes to assure safe transport.	32	3.03	1	10	8	13	3.31	0	4	14	14
LWPB09.10	Practice public relations.	35	3.26	2	6	8	19	3.40	0	3	15	17
LWPB09.11	Recognize situations with unusual needs to analyze special operation rescue teams.	31	2.74	1	12	12	6	3.26	0	4	15	12
<b>Cluster: Law, Public Safety and Security</b>												
<b>Pathway: Security &amp; Protective Services</b>												
LWPC01.01	Apply active listening skills to obtain and clarify information provided in oral communications.	6	4.00	0	0	0	6	3.83	0	0	1	5
LWPC01.02	Demonstrate effective oral communication.	6	4.00	0	0	0	6	3.67	0	0	2	4
LWPC01.03	Interpret non-verbal communication messages to discern facts from fabrication.	6	3.50	0	0	3	3	3.50	0	0	3	3
LWPC01.04	Write accomplished materials to demonstrate specific academic writing strategies.	6	2.67	1	2	1	2	2.83	0	2	3	1

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPC02.01	Use critical thinking and problem solving skills to formulate solutions to problems.	6	4.00	0	0	0	6	3.83	0	0	1	5
LWPC02.02	Use conflict resolution skills and knowledge to resolve conflicts among individuals.	6	3.83	0	0	1	5	3.67	0	1	0	5
LWPC02.03	Use critical thinking skills in teams to formulate solutions to problems.	6	3.67	0	1	0	5	3.67	0	0	2	4
LWPC03.01	Access, manage, integrate and create information to demonstrate information technology tools specific to Security and Protective Services.	6	2.83	0	2	3	1	3.00	0	1	4	1
LWPC03.02	Demonstrate the use of electronic communications networks.	6	3.17	0	0	5	1	3.00	0	1	4	1
LWPC04.01	Identify the differences between criminal justice systems and the security field.	6	3.50	0	1	1	4	3.50	0	0	3	3
LWPC04.02	Examine security systems to identify differences between proprietary and contract security operations.	5	2.60	1	2	0	2	2.60	1	1	2	1
LWPC04.03	Examine elements of security systems to develop the relationship between security operations and the criminal justice system.	6	3.00	0	2	2	2	2.83	0	2	3	1
LWPC05.01	Research available sources to acquire knowledge of the safety, health and environmental responsibilities of those in the security field.	6	3.00	0	3	0	3	2.83	0	3	1	2
LWPC05.02	Learn basic first aid and CPR in order to apply those skills as needed in the workplace.	6	3.50	0	1	1	4	3.33	0	1	2	3
LWPC06.01	Demonstrate the knowledge and skills to collaborate in projects and work activities.	6	3.50	0	1	1	4	3.50	0	1	1	4
LWPC07.01	Identify laws relevant to the Security and Protective Services Area.	6	3.83	0	0	1	5	3.33	0	0	4	2
LWPC07.02	Apply ethical and legal reasoning to different workplace situations in private security.	6	4.00	0	0	0	6	3.83	0	0	1	5

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPC07.03	Identify strategies for individuals and organizations to respond to unethical and illegal actions in different workplace situations.	6	3.33	0	1	2	3	3.33	0	1	2	3
LWPC08.01	Demonstrate knowledge of the different career options and their career paths in the Security and Protective Services career fields.	6	3.00	1	0	3	2	2.83	1	1	2	2
LWPC08.02	Demonstrate knowledge and skills required to seek, apply for and accept employment.	6	3.67	0	0	2	4	3.17	0	2	1	3
LWPC08.03	Identify and demonstrate positive work behaviors and personal qualities to match those typically required in the Security and Protective Services career fields.	6	3.50	0	0	3	3	3.50	0	0	3	3
LWPC09.01	Examine varied prevention approaches to understand basic crime prevention and security strategies of a security officer and a security specialist.	6	3.50	0	1	1	4	3.17	0	1	3	2
LWPC09.02	Explain how "risk management" can apply to security functions of a security officer and a security specialist.	6	3.17	0	1	3	2	3.33	0	1	2	3
LWPC09.03	Describe the importance of good public relation techniques in performing the security function as a security officer and security specialist.	6	3.17	0	0	5	1	3.00	0	1	4	1
LWPC09.04	Demonstrate a basic understanding of security systems as a security officer and as a security specialist.	6	3.50	0	0	3	3	3.50	0	0	3	3
LWPC09.05	Demonstrate an understanding of terrorism as it relates to the duties of a security officer and a security specialist.	6	3.50	0	1	1	4	3.50	0	0	3	3
LWPC09.06	Apply basic management principles to the security function as a security officer.	5	3.40	0	0	3	2	3.40	0	0	3	2
LWPC09.07	Demonstrate an understanding of basic incident response procedures of a security officer.	6	4.00	0	0	0	6	3.83	0	0	1	5
LWPC09.08	Demonstrate an understanding of selected security operations as a security officer.	6	3.67	0	0	2	4	2.83	0	0	3	2

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPC09.09	Differentiate between government and commercial needs to define the principles of personnel security in both government and commercial settings as a security specialist.	6	2.83	0	2	3	1	3.00	0	1	4	1
LWPC09.10	Understand the purpose and basic techniques involved in security-related investigations in the business setting as a security specialist.	5	3.20	0	1	2	2	3.40	0	0	3	2
LWPC09.11	Examine relations with significant other organizations to define the concept of liaison and its role in security operations as a security specialist.	5	2.80	0	1	4	0	3.40	0	0	3	2
LWPC09.12	Demonstrate an understanding of “sensitive information,” and the need and techniques for protecting sensitive information as a security specialist.	6	3.67	0	0	2	4	3.67	0	0	2	4
LWPC09.13	Demonstrate an understanding of threats to information technology systems and basic security measures that can reduce the threat as a security specialist.	5	3.20	0	1	2	2	3.60	0	0	2	3
LWPC09.14	Explain the importance and contents of initial and follow-on security training for employees of an organization as a security specialist.	6	3.50	0	1	1	4	3.17	0	1	3	2
LWPC09.15	Demonstrate an understanding of security survey, inspection, and exercise activities of a security specialist.	6	3.50	0	0	3	3	3.33	0	0	4	2
<b>Cluster: Law, Public Safety and Security</b>												
<b>Pathway: Law Enforcement Services</b>												
LWPD01.01	Interpret body language and gestures to demonstrate the use of interpersonal communication.	17	3.82	0	1	1	15	3.71	0	0	5	12
LWPD01.02	Use field-note taking and report-writing skills to complete police incident reports.	18	3.61	0	1	5	12	3.50	0	0	5	12
LWPD01.03	Use various equipment in a dispatch center to demonstrate the ability to communicate clearly and effectively.	18	2.89	2	4	6	6	3.17	0	2	11	5
LWPD01.04	Apply anger management techniques to resolve conflicts and reduce anger.	18	3.44	0	3	4	11	3.67	0	1	4	13

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPD02.01	Display integrity and demonstrate a commitment to ethical behavior in the performance of the duties of law enforcement personnel.	18	3.83	0	0	3	15	3.94	0	0	1	17
LWPD03.01	Know state and local laws pertaining to alcohol and beverage control laws, and describe the related law enforcement procedures.	17	3.18	1	1	9	6	3.18	0	1	12	4
LWPD03.02	Apply civil law enforcement procedures to serve writs, warrants, and summonses.	18	2.78	2	3	10	3	3.06	0	4	9	5
LWPD03.03	Practice community policing to increase community involvement.	18	2.78	2	4	8	4	3.06	0	3	11	4
LWPD03.04	Apply constitutional laws and laws of arrest to assure zero errors in performance.	18	3.22	2	2	4	10	3.78	0	0	4	14
LWPD03.05	Research appropriate resources to demonstrate the use of the Constitution's protection regarding search and seizure.	18	2.67	4	4	4	6	3.28	0	0	9	8
LWPD03.06	Demonstrate knowledge and understanding of the U.S. legal system and the implications for law enforcement services.	18	3.33	2	1	4	11	3.44	0	2	6	10
LWPD03.07	Plan, develop, implement, evaluate, and manage a program to enforce crime prevention and loss-prevention activities.	17	2.35	4	5	6	2	2.76	0	5	11	1
LWPD03.08	Analyze appropriate techniques, select, and manage crisis situations to protect individuals and society.	18	3.22	1	4	3	10	3.50	0	2	5	11
LWPD03.09	Utilize crowd management skills to control large gatherings.	17	3.06	0	5	6	6	3.18	0	2	10	5
LWPD03.10	Interact with victims and the public to promote concern for persons with disabilities and other specific groups of people.	18	2.78	3	4	5	6	2.83	0	4	9	4
LWPD03.11	Perform law enforcement duties to reduce or address domestic violence.	18	3.11	2	2	6	8	3.33	0	3	6	9
LWPD03.12	Apply law enforcement procedures to driving under the influence (DUI) cases.	18	2.78	3	3	7	5	3.33	0	0	8	9

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPD03.13	Possess the physical and mental skills required to operate a motor vehicle.	18	3.61	0	2	3	13	3.72	0	0	5	13
LWPD03.14	Practice procedures needed to develop the ability to deal with explosive and hazardous material incidents.	18	2.50	3	7	4	4	3.22	0	3	8	7
LWPD03.15	Use fingerprint technology to protect and collect evidence at a crime scene.	18	2.67	2	6	6	4	3.06	0	2	13	3
LWPD03.16	Research the history and activities of gangs in North America to handle gang-related incidents.	18	2.11	6	6	4	2	2.61	0	8	9	1
LWPD03.17	Properly protect and document the investigation.	18	3.11	1	5	3	9	3.61	0	0	7	11
LWPD03.18	Use knowledge of the Hate Crime Statistics Act of 1990 to perform duties as law enforcement officer.	17	2.41	5	3	6	3	2.76	1	6	6	4
LWPD03.19	Safely transport a person in custody.	18	3.39	1	2	4	11	3.39	0	0	7	10
LWPD03.20	Properly conduct interviews and/or interrogate witnesses and suspected criminals.	18	3.33	1	3	3	11	3.67	0	1	4	13
LWPD03.21	Effectively and safely respond to crimes in progress.	18	3.28	1	2	6	9	3.78	0	0	4	14
LWPD03.22	Gain knowledge of mental disorders, physical disabilities, communication disorders, and unusual behaviors to select the appropriate method and procedure to identify, communicate, and assist individuals requiring officer assistant.	18	3.06	4	0	5	9	3.17	0	3	9	6
LWPD03.23	Perform duties of a law enforcement officer while protecting the rights of juvenile victims and offenders.	18	3.00	2	3	6	7	3.39	0	2	7	9
LWPD03.24	Properly investigate and document a motor vehicle accident.	18	2.72	2	4	9	3	3.00	0	2	14	2
LWPD03.25	Select appropriate times to use deadly force.	18	3.44	1	2	3	12	3.83	0	1	1	16
LWPD03.26	Investigate crimes involving juveniles.	18	2.67	3	6	3	6	3.00	0	3	12	3



StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPD03.27	Gain knowledge of social, medical and psychological perspectives of child abuse and neglect; and the proper techniques used to investigate and handle child abuse and neglect cases.	18	2.44	5	4	5	4	3.28	0	2	9	7
LWPD03.28	Understand the dangerous effects and perform safe and effective narcotics and dangerous drug investigations.	18	2.61	4	3	7	4	3.28	0	1	11	6
LWPD03.29	Present testimony in legal proceedings as a law enforcement officer.	18	3.33	0	4	4	10	3.56	0	1	2	14
LWPD03.30	Develop the skills used to operate RADAR speed-measuring equipment to control traffic.	18	2.28	6	4	5	3	2.67	0	7	10	1
LWPD04.01	Use of Force.	18	3.39	2	1	3	12	3.67	0	0	2	15
<b>Cluster: Law, Public Safety and Security</b>												
<b>Pathway: Legal Services</b>												
LWPE01.01	Use of listening skills to better manage receipt of orally communicated information.	8	3.88	0	0	1	7	3.88	0	0	1	7
LWPE01.02	Use verbal and oral communications skills to demonstrate academic preparation.	8	3.63	1	0	0	7	3.38	1	0	2	5
LWPE01.03	Interpret nonverbal communication messages to discern facts.	8	3.75	0	0	2	6	3.50	0	0	4	4
LWPE01.04	Write accomplished materials to demonstrate specific academic writing strategies.	8	3.38	0	1	3	4	3.38	0	0	5	3
LWPE05.01	Use critical thinking skills to create solutions to problems.	8	3.75	0	0	2	6	3.75	0	0	2	6
LWPE06.01	Research, produce, and file data to demonstrate skills with information technology tools.	8	3.13	0	1	5	2	3.13	0	0	7	1
LWPE07.01	Research appropriate sources to explain the origins and history of the American legal system.	8	2.50	2	1	4	1	2.25	2	3	2	1
LWPE07.02	Consult appropriate references to use legal terminology effectively.	7	3.71	0	0	2	5	3.57	0	0	3	4

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
LWPE08.01	Practice personal, ethical behavior to demonstrate commitment to professional ethics and legal responsibilities.	7	4.00	0	0	0	7	3.86	0	0	1	6
LWPE09.01	Research reliable sources to demonstrate the technical knowledge and skills required to pursue the full range of careers for the pathway.	7	3.29	1	1	0	5	2.43	1	3	2	1
LWPE10.01	Pursue required education to demonstrate academic foundations are complete for the cluster specific career.	6	3.67	0	1	0	5	3.83	0	0	1	5
LWPE11.01	Help maintain a safe workplace to demonstrate personal commitment to safety, health and environmental policies and procedures.	8	3.25	1	0	3	4	2.63	1	3	2	2
LWPE12.01	Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities.	8	3.13	1	0	4	3	3.13	0	0	7	1
LWPE13.01	Detail activities in branches of government to explain the role of the legislative, judicial, and executive branches of government.	8	2.88	2	1	1	4	2.50	2	1	4	1
<b>Totals:</b>		<b>1841</b>	<b>3.12</b>	<b>177</b>	<b>349</b>	<b>536</b>	<b>779</b>	<b>3.23</b>	<b>30</b>	<b>228</b>	<b>786</b>	<b>788</b>

## **Section VIII – Assessment Protocol Certification Protocol**



## **Deliverable #7**

### **Title: Protocol for Career Clusters Assessment**

8/5/2002 4:00 PM

#### **Definition of Career Clusters Assessment**

Assessment, within the context of the Career Clusters Initiative, is defined as *a **measurement** of what a learner should know and be able to do*. The academic and technical knowledge and skills common to all occupations and pathways within a single cluster are initially addressed in the Career Clusters Initiative. Each cluster measures or assesses a learner's knowledge and skills related to the cluster.

#### **Purpose of the Protocol for Career Clusters Assessments**

The purpose of this document is to provide:

- Minimum criteria for selecting existing assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for validating and determining reliability of assessment instruments.

#### **Functions of Career Clusters Assessment**

Career Cluster Assessment serves to

- *measure* (assess) *student achievement*, both cognitive and performance, in areas of academic and technical knowledge and skills for each cluster
- *provide the basis* for a transportable, industry-endorsed certification.

#### **Operational Guidelines for Career Clusters Assessment**

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of assessment modalities. Career clusters assessment:

##### **CONTENT**

- measures all 10 Foundation knowledge and skills.
- customizes context of questions and applications to individual clusters.
- reflects a high degree of specificity of measurable knowledge and skills.
- aligns to academic standards.
- connects to post high school standards and competencies.
- is consistent with Perkins data-quality criteria.

##### **FORM**

- combines a minimum of two modalities: cognitive and performance.
- includes an item bank that can accommodate multiple applications.
- reflects quality design and clear formats.

##### **APPLICATIONS AND USES**

- offers diagnostic feedback to the learner.
- provides added value to the user (employer, post high school); not required for employment.
- affords portability of results.
- provides cues for instruction.

**ADMINISTRATION**

- validates identity of test takers through a secure system.
- affords flexible administration, e.g. single assessment per foundation cluster topic or combination of topics.
- provides flexible timing for administration.
- affords no cost or low cost to students.
- includes an affordable, user-friendly process to cover administrative costs.
- reflects an administration process that is as consistent as possible with other career cluster assessments.
- includes an affordable, user-friendly maintenance process.

**VALIDITY AND RELIABILITY**

- uses consistent, reliable, and technically strong elements.
- is recognized by business and industry.
- is recognized by post high school education and training.

## **Deliverable #8**

### **Title: Protocol for Career Clusters Certification**

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#### **Definition of Career Clusters Certification**

Certification, within the context of the States' Career Clusters Initiative, *documents* learner achievement of the academic and technical knowledge and skills common to all pathways and occupations within a cluster. It is based on valid and reliable assessments. A certificate is recognized by employers, secondary education, and post high school education as "value added to the admissions process to further education, immediate employment process, and/or to employment advancement".

#### **Purposes of the Protocol for Careers Cluster Certification**

The purposes of this document are to provide:

- Minimum criteria for selecting existing certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for determining the value of a certification program.

#### **Functions of Career Clusters Certification**

Career Cluster Certification serves to provide a consistent, transportable method of documenting learner achievement of a Career Cluster's validated academic and technical knowledge and skills. The system is based on valid and reliable assessments.

#### **Operational Guidelines for Career Clusters Certification**

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of certification processes. Career clusters certification:

- Defines the purpose and scope of the certificate.
- Bases issue of the certificate on assessed learner proficiencies and competencies related to a Career Cluster's validated academic and technical knowledge and skills.
- Requires learner to meet the assessment benchmark identified.
- Informs the public concerning the knowledge and skills of the certificate holder.
- Indicates date of issue on the certificate.
- Issues certificate from the State (State Director of Career-Technical Education or appropriate designee) if the issuing organization is a secondary or post secondary education institution.
- Issues certificate from the CEO (or an appropriate designee) of an issuing professional organization/agency/institution/company.
- Requires issuing organization to maintain a database (state and/or national) of certificate holders based on the respective term of renewal.







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